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ABSTRACT

The program outlined in this guide provides course objectives, organized for three grade levels, under the following five major language arts strands: nonverbal communication, oral communication, literature, written communication, and language. Objectives are presented in a logical teaching sequence for each of the language arts strands, with descriptions of the desired skills and of sample exercises and suggested activities. Appendixes contain a list of state (Florida) accreditation standards for middle school language arts, a table of language arts skills objectives, and a lesson plan which makes use of seventh grade skills objectives. (JM)

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MIDDLE SCHOOL LANGUAGE ARTS SKILLS OBJECTIVES GUIDEBOOK: GRADES 6, 7, 8

edited by Ray Strebeck and Rosemary Bonifay

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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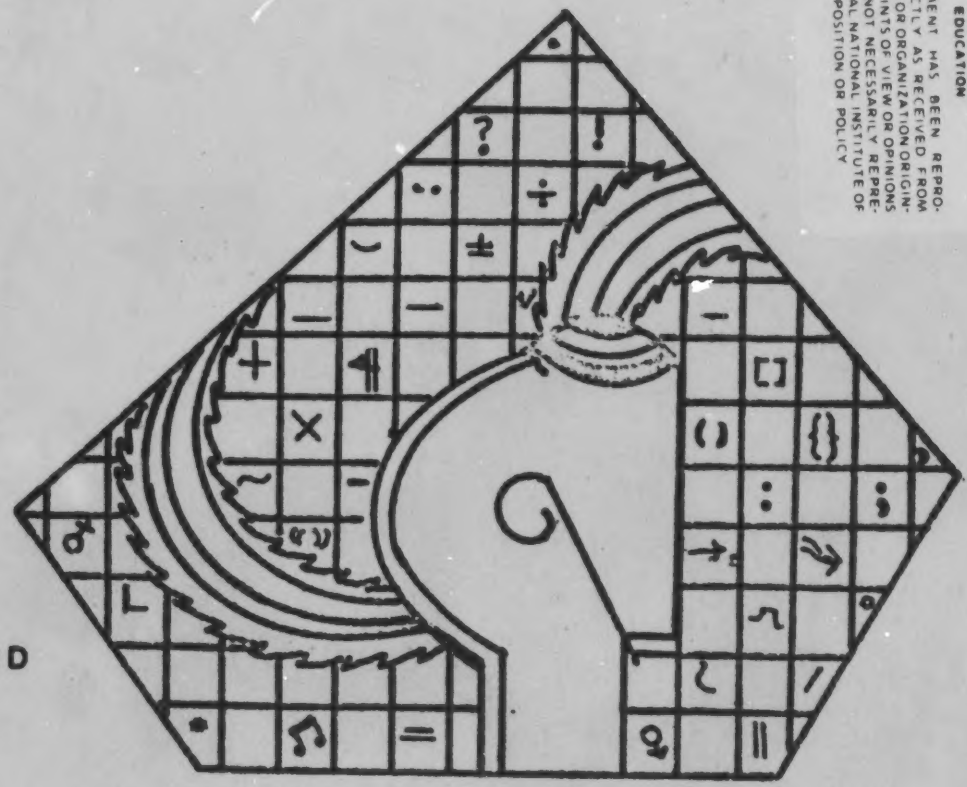

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J. E. HALL, SUPERINTENDENT

MIDDLE SCHOOL LANGUAGE ARTS

SKILLS OBJECTIVES

GRADES 6, 7, 8

A PRODUCT OF THE MIDDLE SCHOOL LANGUAGE ARTS TEACHERS
OF ESCAMBIA COUNTY SCHOOL DISTRICT

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Foreword

This guide provides grade-level course objectives organized under five major language arts strands (Nonverbal Communication, Oral Communication, Literature, Written Communication, and Language) to enable language arts teachers to provide a basic program of language arts instruction in middle school grades 6, 7, and 8.

Each objective relates to an appropriate middle school language arts accreditation standard (from the Florida Elementary and Secondary Standards of 1971), and the Written Communications strand reflects all of the priority objectives in writing skills as reflected in the 1972-73 list of Communications Skills Priority Objectives for state assessment. A number of objectives and/or sample exercises in several of the strands were adapted or copied directly from the Florida Catalog of Written Communications Objectives edited by Dr. W. W. West and Mrs. Elaine Tivnan.

The order in which objectives are presented under each strand constitutes a suggested sequence for teaching the objectives. Teachers, however, should not feel bound to this suggestion if other sequence patterns appear more feasible.

Teachers are encouraged to plan lessons, whenever possible, to include one or more objectives from two or more strands. A blank column on the right hand side of the page is intended as a space for the teacher to list (by an abbreviation code for titles) specific textbook and other instructional materials references, thus providing a convenient aid for easier, more rapid planning.

This guide makes no attempt to prescribe course curricula. Individual school language arts departments and individual teachers are completely responsible for developing and writing course syllabi and selecting content for instruction. Because these objectives will form the basis for future district evaluations of grade-level performances of middle school students in the subject area of language arts, however, it is imperative that teachers incorporate these objectives into their instructional programs.

Teachers receiving copies of this guide will be provided initial orientation through the staff services of the County Language Arts Department. Department chairpersons as well as individual teachers are urged to call the Language Arts Center for clarification, recommendations, or other assistance helpful to the teacher in utilizing these objectives.

ACKNOWLEDGEMENTS:

This guide was nearly three years in the making. An enormous amount of input from middle school language arts teachers of the district is reflected in the final product. In particular, however, the following teachers spent many workshop hours in writing, reviewing, articulating, and coordinating the objectives and sample exercises appearing in this guide:

Lou Bardal	Workman Middle School
Wendy Bennett	Bellview Middle School
Emma Brooks	Brownsville Middle School
Lucy Cunningham	Bratt Middle School
Naomi Ferguson	Warrington Middle School
Joan Fuller	Blount Middle School
Lois Garvin	Ferry Pass Middle School
Nell Gwyn	Brentwood Middle School
Pat Jeffries	Wedgewood Middle School
Sandra Jernigan	Ransom Middle School
Alice Lamar	Ferry Pass Middle School
Delores Moultry	Blount Middle School
Teresa Murray	Clubbs Middle School
Judy Shinn	Brentwood Middle School
Mary Whichard	Workman Middle School

In addition to the fifteen teachers listed above, all middle school language arts teachers for 1975-76 participated in evaluating, adjusting, and finally approving for use the objectives appearing in this guide.

A special word of appreciation is due Mrs. Jean Graham, Language Arts Secretary, who spent many, many hours typing, re-typing, and managing the printing, collating, and assembling into final form this product.

R.S. and R.B.

USER'S GUIDE

In each of the middle school grade-level guides, certain format has been maintained as an aid for articulation, commonality, quick reference, and the planning of systematic evaluations. Teachers will greatly increase their ability to make best use of the guides by familiarizing themselves rather thoroughly with the various features of this format. Explanations of these features are listed below.

①/② STRAND/STD	③ COURSE OBJECTIVES	⑦ RESOURCES
① Literature ② x-4.084	④ INTERPRETING FICTION ⑤ Objective No. 7.3.1 ③ Given selections from various types of fiction (short story, novel, myth, legend, fable, tall tale), the student recognizes and interprets these types. ⑥ Sample Exercises/Suggested Activities:	

① STRAND - All objectives in this guide are organized under one of five major language arts skills strands: Nonverbal Communication, Oral Communication, Literature, Written Communication, and Language. The label for the strand under which objectives are listed is always shown at the top of the left hand column. In the sample above, the identified strand is "Literature."

② STD - This marker is an abbreviation for "Standard" and indicates that the appropriate middle school language arts accreditation standard number from the Florida Elementary and Secondary Standards 1971 is listed below in this column. The number of an appropriate accreditation standard is listed beside each objective appearing on the page. (See a copy of the textual statements of each standard in the appendix to this guide.)

③ COURSE OBJECTIVES - In this column instructional objectives are listed around which instruction should be planned and by which progress of students will be measured on district-wide pre- and posttests. Some objectives include a "given" condition, but many simply assume the appropriate "given" conditions. The objective statements indicate with relative clarity the kind and area of performance expected of the student, but stop short of specifying measurement criteria. Appropriate grade-level measurement criteria are implied, however, in the list of "Sample Exercises/Suggested Activities" following the objective.

④ The label appearing in this space identifies the area of competency or skill the student will be able to demonstrate by achievement of the objective(s) listed beneath the label.

⑤ Each objective is identified by a three-digit number separated by periods between each of the digits. The first digit always indicates grade-level. The second digit indicates one of the five major strands of language arts instruction. The last digit indicates the enumeration--and to some degree, a preferred sequence for instruction--of the objectives listed under a particular strand. All objectives are numbered according to the following coding formula:

First Digit	Second Digit	Third Digit
6 - Grade 6	1 - Nonverbal Communication	(Enumeration: 1
7 - Grade 7	2 - Oral Communication	to _ under each
8 - Grade 8	3 - Literature	strand)
	4 - Written Communication	
	5 - Language	

Observing the above coding formula, the objective number appearing in the illustration, 7.3.1, indicates that this objective is for Grade 7 (first digit), is under the strand of "Literature" (second digit), and is the first objective under the strand.

⑥ Sample Exercises/Suggested Activities: - Under this label appear either actual sample exercises by which students can demonstrate (or move toward) achievement of the objective or suggestions for the kind of learning activities through which students may achieve the desired outcome implied or stated in the objective. Teachers are not compelled to use these samples or suggestions. They are listed

for guidance and illustration; but it is the responsibility and the prerogative of the teacher to plan instruction, select learning activities, and evaluate performances of students in accordance with available resources, strategies appropriate to meet student needs, and the performance level of the objective. If these sample exercises or suggested activities are those the teacher prefers, they may be used along with the additional activities the teacher must provide students in order that students receive adequate instruction in the skills area of the objective.

⑦ RESOURCES -- Under the column bearing this label, teachers should list (using an abbreviation code) textbook references, filmstrips, records, parallel reading materials, etc. available to the teacher (and students) for instruction pertinent to the objective(s) appearing on the page.

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DISTRICT LANGUAGE ARTS GOALS

In order to support the educational mission of the Escambia County School District and to expand into more applicable subject-area oriented statements the educational goals of the district (see "Mission Statement" and "Escambia District Educational Goals" in annual document for Comprehensive Educational Planning), the district goals for language arts instruction (1976 revision) are stated below. All language arts instruction in the district is measured against these goals.

Instructional Program - Students shall be given opportunities to:

1. Communicate ideas, attitudes, and feelings effectively in nonverbal language.
2. Comprehend knowledge through purposeful and critical observation and listening.
3. Apply oral language skills effectively in group interaction processes and in making formal and informal presentations.
4. Express ideas, attitudes, and feelings effectively through a variety of utilitarian and creative forms of written communication.
5. Apply mechanics and conventions of written and oral language to assure accuracy and clarity in communication.
6. Interpret literature through personal values and experiences, value systems of today's world, cultural and historical information, and recognized literary standards.
7. Identify useful information about the English language such as formal grammars, word meanings, word origins, history of the language, regional and social dialects, and types and uses of dictionaries.

Note: Language Arts Education accepts a full measure of responsibility for helping students to master basic as well as advanced reading skills. The stating of goals in reading, however, is left to the District Reading Department and individual schools. For this reason, no statement appears in the above list of goals specifically focusing on basic reading skills.

(See Appendix B for lists of specific grade level objectives which contribute to the accomplishment of each of the above goals.)

Editor's Preface: A Rationale

Guidebooks for instruction have limited value at best. An all too frequent and often justified complaint of teachers is that such documents require much more time, effort, and financial cost than they are actually worth in terms of what they contribute to instruction. With full awareness of such a criticism, those who engaged themselves in the composing and ultimate production of this guidebook undertook this project with a commitment that whatever was ultimately produced would be both useful and practical and would possess a strong capability of being perceived so by the classroom teacher. This commitment, in greater or lesser degree, ordered both the philosophical as well as the practical dimensions of the final product.

This guidebook began as an attempt to revise a previous district guide for middle school language arts instruction. Because the former guide was more of a content syllabus and thus failed to identify with specificity what students should achieve, and because Florida schools were being assessed in communications skills in terms of performance objectives, the decision was made to reorganize instructional components into general-level performance objectives arranged appropriately under the five major language arts strands of nonverbal communications, oral communications, literature, written communications, and language.

The skills of reading, still extremely important in the middle grades, were not distinguished separately and given what teachers must recognize as their rightful instructional importance in this guidebook, except that most of the objectives under the literature strand are, in fact, higher level reading objectives. Because our school district provides supervision of reading under a separate department which provides teachers with supplemental guides for reading skills and appropriate additional services to help students in this skills area, the teachers who composed this guidebook elected to stress literature as an art form more than as simply a vehicle for reading in the belief that if such an emphasis were not provided under the aegis of language arts instruction, the middle school student could conceivably enter high school without ever having viewed literature in its artistic and aesthetic dimensions.

Although the organizational arrangement of the objectives has been described elsewhere in the foreword, a word about the applicability of these objectives for organizing instruction is in order. It should be apparent that a taxonomical concept has been followed in listing the objectives. The actual taxonomy finally settled upon is by no means comprehensive, nor does it observe any sort of rigid principles for building a taxonomy. Our taxonomy derives its authority from our perceptions of (1) the needs of students as determined by the collective professional judgment of our some 105 middle school language arts teachers and by test data measuring language arts skills of middle school students spanning a three- to five-year period; (2) the type and content of instructional materials available in most middle school classrooms in the district; (3) the priority objectives on which the state of Florida bases annual assessment of student performances in communication skills; (4) the kind of results many parents of the district expect their children to achieve in language arts instruction; and (5) the most commonly used classifications, divisions, and sequences by which our teachers organize language arts instruction.

Because objectives are arranged taxonomically, no particular curriculum design or instructional content

is required for their use. Individual departments are expected to select instructional content and organize curricula in accord with local conditions and preferences. In the process these objectives are to become incorporated into the particular design and organization selected.

It is extremely important that these objectives be perceived as simple basic skills requiring only minimal levels of performance as herein stated. This qualification is true at all three grade levels. Designers of curricula in individual schools, therefore, will discover a need, in a number of instances, to add several higher-level, more comprehensive objectives in order to meet adequately the instructional needs of students. For instance, Grade 7 objectives on paragraph writing treat only limited concepts and are few in actual number. Although the objectives listed should be regarded as minimal requirements for all seventh-grade students throughout the district, thoroughgoing instruction on writing paragraphs simply cannot be accomplished without expanding considerably upon the few objectives listed.

As some observers may deduce, the objectives in this guidebook appear to give credence to what is sometimes called "traditional" language arts instruction. No attempt is made to deny such an observation. After witnessing nearly two decades of experimentation and controversy about the teaching of English (or language arts) in American schools, our teachers have concluded that orderly (though philosophically open) classrooms, organized and somewhat prescriptive assignments, substantive and systematic evaluations, and a relatively formal body of content still constitute a viable and productive formula for the learning success of most students. Against the background of this reasoning, traditional (Standard) English grammar, penmanship, spelling, punctuation, expository composition, plot analysis, figures of speech, and propoganda techniques are among the instructional areas occupying high priorities in the perception of many of our teachers.

Granted, there are a number of strategies and theoretical insights, even some items of content, which are products of recent years which have proved their worth for incorpiration into modern instruction. A few of the objectives in this guidebook reflect sensible utilization of such developments. The objectives under nonverbal communications; objectives on dialect, semantics, and mass media; and the student-centered responsiveness inherent in the kinds of performances generated from students found in many of the objectives provide illustrations of such utilization.

What about "relevancy" and interests of the students"? And has the "transescency" of middle school students been given appropriate credence? The content of this guidebook contains numerous references which illustrate concerns for matters of relevancy and interests of students. Recognizing that a guidebook such as this one cannot serve all points of the pedagogic spectrum adequately, however, the personnel mainly responsible for its composition chose to leave to other authorities and to the teachers themselves the responsibility for dealing with concerns beyond the usual and essential skills which identify and define language arts instruction and the outcomes students are expected to achieve from such instruction. Therefore the objectives in this guidebook are mainly cognitive and psychomotor as to statement and expected performances, but the affective domain is an implicit, even suggested part of either the specific objectives themselves or the learning activities in which

they are to be achieved or both. Our belief is that professionally aware and responsible teachers can best generate their own affective domain objectives and learning activities based on daily, on-site assessments of needs of their particular students and that they best know how to fit these dimensions into the cognitive learning activities specified by the objectives in this guide. As far as the "transescency" of middle school students is concerned, no subject area guidebook can speak adequately to this need: only well trained, sensitive, and committed teachers who take a personal interest in their students can help students traverse their middle school years in safety.

Another point in the rationale of the guidebook makers was that of coordination and articulation. Teachers in Grade 6 in School A should not be teaching objectives of great material difference from Grade 6 teachers in School B, given the same demographic populations for both schools. Also Grade 7 teachers in School A ought to know what Grade 6 teachers in the same school are teaching in order to meet best the needs of students coming up to Grade 7. Furthermore, such coordination and articulation seem mandatory in order to be fair to all students in the district if district-wide evaluation instruments are to be administered to every student. In accord with this reasoning the guidebook makers, after incorporating feedback data from all middle school language arts teachers in the district, believe they have provided reasonable coordination capability within grade levels and logical articulation between grade levels. At the same time, they feel their coordination-articulation formula is sufficiently flexible to permit productive use of the objectives for non-graded and individualized instruction.

Finally, this guidebook, from its earliest planning stages, was planned and produced with the idea firmly in mind that teachers would be provided both initial orientation and periodic inservice education experiences to facilitate their most productive use of the instructional assistance availalbe in this document. The District Language Arts Department is committed to the provision of this inservice education.

R.S.

GRADE 6

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STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Non-Verbal Communication x-4.071	BODY-ACTION LANGUAGE Objective No. 6.1.1 The student uses body-action language (facial expressions, body positions, body movements and timing) to send messages that are perceived and understood by another person. Sample Exercises/Suggested Activities: 1. Pass out sweet substances to some students, sour substances to others. Instruct students to taste the substances but to make absolutely no sound whatever. Ask students to look around the room and write down the names of the students they believe to be tasting sour (or sweet) substances. When everyone has written down several names, ask students to explain orally how they made their decisions. (The answers should reflect interpretations of facial expressions). 2. Explain that hand movements (gestures) and other body movements help to convey messages. Demonstrate the following examples: (a) Finger over lips to mean "Quiet" (b) Beckoning with forefinger or hand to mean "Come here" (c) Turning face (slightly frowning) away from a speaker to indicate disapproval (d) Nodding head from side to side to mean "No," up and down to mean "yes" (e) Nodding head up and down to mean "hello" when meeting someone while walking 3. Have students draw slips of paper previously labeled with a message, and have them convey their messages non-verbally via body-action language to other students. Some of the messages might include the following: (a) I don't know (b) Stop! (c) Something stinks! (d) I can't hear you. (e) Be quiet. (f) I'm hurt.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Non-Verbal Communication x-4.072	INTERPRETATION OF INANIMATE OBJECTS Objective No. 6.1.2 The student recognizes the messages communicated by such non-verbal stimuli as personal appearances, possessions, structural designs and environments. Sample Exercises/Suggested Activities: 1. Some of the types of messages that clothing and personal appearance convey: (a) Country of origin or region of a country (b) Occupation (c) State of health, health habits (d) Social identity with a particular group (e) Economic wealth or lack of it (f) How a person feels about himself 2. Some of the types of messages that possessions can convey: (a) Concern for comfort or ruggedness (b) Personal wealth (c) Personal taste (d) Preferences for recreation and leisure (e) Values - importance or unimportance of owning things (f) Social status 3. Some of the types of non-verbal messages that structural designs of objects (buildings, furniture, formal gardens or parks, car bodies, etc.) convey: (a) Beauty or utility or both (b) Modern or conservative, experimental or time-tested (c) Serious or whimsical (d) Permanent or temporary (e) Unified whole or unplanned parts 4. Some of the types of non-verbal messages that environments convey: (a) The type of activity found in the environment. (b) The effect the environment has on persons or things found in it. (c) Special needs of persons or things placed in the environment.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Non-Verbal Communication x-4.070	RESPONSE Objective No. 6.1.3 The student responds appropriately to non-verbal stimuli. Sample Exercises/Suggested Activities: 1. Have one student beckon (hand or forefinger motioning toward the body of the person beckoning) to another student. The student beckoned to will be responding to a non-verbal stimulus if he (a) moves toward the person beckoning, (b) shakes his head to indicate "No, I will not come forward," (c) mouths the silent question "Why?" or "What do you want?" for the beckoner to understand by reading his lips, (d) vocalizes the question "Why?", or (e) makes some other response logical for someone who is being beckoned. 2. Play a piece of recorded instrumental music. Have one or more students dance interpretively in response to the music. 3. Have class members clap hands in rhythmic unison to an appropriate musical recording. 4. At pre-determined non-verbal signals, have class members perform a drill-team type of activity, re-arrange desks in the room, or perform some other planned activity consisting of more than one operation. 5. Make posters of familiar traffic signals (traffic light, railroad crossing sign, yellow or red octagonal sign, etc.). Hold these up and ask students to state the non-verbal messages each conveys to motorists. Note to the teacher: Help students become aware that they do read and respond to a great deal of non-verbal language in their day-to-day experiences.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Non-Verbal Communications x-4.072	SPACE AND TIME AS NON-VERBAL STIMULI Objective No. 6.1.4 The student recognizes the significance of spatial and time factors in non-verbal communication. Sample Exercises/Suggested Activities: 1. Ask students to identify messages that the following times of day might convey: (a) morning (answers: wake up, dress for the day, eat breakfast) (b) noon (answers: lunch, mid-point of day's work) (c) afternoon (answers: return home from school, go shopping, playtime with friends, chores to be done) (d) evening (answers: dinner, television, homework, date, concert) (e) night (answers: bath, turn off lights, sleep) 2. Ask students to explain what messages are conveyed by timing in the following situations: (a) The teacher asks a student a question about the assignment. The student hesitates before answering. (Possible answers: (1) The student is unsure of something; (2) The student is thinking through his answer before speaking; (3) The student doesn't want his classmates to think he has studies his lesson.) (b) In response to a question, a person answers very rapidly, "No, no, no, no!" (Possible answers: (1) The person wants his answer very clearly understood; (2) The person definitely doesn't want to be associated with a "yes" answer for personal reasons; (3) The person was surprised and became slightly excited when asked a question that suggested something that wasn't true.) 3. Reference for the teacher: Edward T. Hall, <u>The Silent Language</u> (Fawcett, 1959), chapter 10.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.076	SPEAKING: CONVERSATION AND DISCUSSION Objective No. 6.2.1 The student effectively communicates orally when placed in a situation that requires his participation. Sample Exercises/Suggested Activities: 1. Have students introduce themselves at the first of the school year. Activity: Arrange chairs in a circle so that students may see each other. Have the first person tell the group his name (or he may go to the chalkboard and write his name) and describe himself by telling of his hobbies, interests, likes, dislikes, and so forth. After all students have introduced themselves, conduct a contest to see who can remember the most names. A small prize, such as a roll of candy mints, might serve to stimulate participation.* 2. Have students interview each other before a small group or the entire class. Activity: Each student is interviewed by a "reporter." The reporter asks questions he thinks all members of the group would like to know about. (The student being interviewed has the right not to answer any questions which make him uncomfortable.) The process continues until all members of the class have been interviewed.* *These activities have been adapted from Gene Stanford and Barbara Dodds Stanford, Learning Discussion Skills Through Games.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.073	LISTENING: DISCRIMINATION Objective No. 6.2.2 The student responds appropriately to oral communication as evidence of having listened discriminately. Sample Exercises/Suggested Activities: Definition: "To listen discriminately" refers to the ability "to pick out" certain sounds or oral messages from a mixture of sounds or messages. The "picked out" sounds or messages represent some kind of meaning to the listener which enables the listener to separate these sounds or messages from the mixture of sounds or messages. For instance, a trained musician can listen to several single notes played in sequence on a piano and "pick out" which note is Middle C. 1. Read aloud a short paragraph which contains one sentence that is a question. Have students identify which sentence was read as a question. 2. Make a tape of nature sounds (bird calls, pounding surf, strong wind blowing through trees, chirping of crickets, croaking of frogs, rain falling on a roof, etc.) Have students listen to tape and raise their hands or make tally marks on a sheet of paper each time a bird call occurs on the tape. 3. Have a person with a good speaking voice make and record a short persuasive speech in which at least three or four statements, phrases, or terms are heavily stressed. Have students listen to the recording and identify the points heavily emphasized by the speaker.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.074	LISTENING: COMPREHENSION Objective No. 6.2.3 The student employs appropriate listening techniques as evidence of understanding his role as a listener (e.g., listening for details, listening for cause-and-effect relationships, listening for conclusion, etc.). Sample Exercises/Suggested Activities: Note: For all practical purposes, this objective is an extension of the preceding objective, listening discriminately. The skill to be mastered in this objective, however, is more complex in that the learner is expected to hear and retain for later use (learning through listening) certain items of information which he must derive from what he hears rather than having them stated to him orally. E.g., in reading a short story aloud to students, the teacher does not stop and say "Now, the next sentence I read will be the main idea." Instead, the teacher reads the short story aloud and asks the students to state--in their own words, of course--what is the main idea. Assuming that students have had previous instruction about main ideas and assuming they have listened with the intention of deriving the main idea, the students will have demonstrated the technique of listening for the main idea if they can state the main idea with reasonable accuracy. 1. Read aloud a short story and ask students to: (a) identify the major characters (b) state the sequence of events (c) state the main idea (author's purpose, theme, lesson, point of of the story). 2. Have students listen to a musical record without words and describe the mood (or feeling) conveyed by the music. 3. Have individual students make short speeches to the class. Ask class members to listen to the speeches and rate each speaker on the following or more appropriate criteria. (a) enunciation (b) pronunciation (c) subject-verb agreement used correctly (d) clarity of main point (e) details or illustrations used appropriately	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.074	LISTENING: COMPREHENSION Objective No. 6.2.3 (Continued) (f) elimination of "and-uh's" (g) etc.	
x-4.074	LISTENING: COMPREHENSION Objective No. 6.2.4 The student gives evidence of having understood a brief narrative presented orally by quoting or paraphrasing, identifying main points, recalling sequence, and recognizing and recalling details. Sample Exercises/Suggested Activities: Note: This objective combines the skills of the two previous objectives--listening discriminately and utilizing specific listening techniques. Achievement of this objective requires the student to perform all or most of the list of activities stated in the objective; e.g., identifying the main points only will not satisfy this objective; the student must perform two or more of the activities listed in order to demonstrate satisfactory achievement of this objective. 1. Have students listen to a recording of a short speech. As students are listening to the speech, have them take notes which include: (a) main points in their order of presentation, (b) supporting details or illustrations, (c) conclusion. 2. Have one student tell a personal anecdote to the class. Ask other students to re-tell the anecdote in their own words, keeping the main idea, important details, and sequence of events unchanged. 3. Read aloud a short narrative poem in which several actions occur. Have students (a) state what the poem is about, (b) list the different actions in their order of occurrence, and (c) describe the mood or feeling conveyed by the poem.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.074	ORAL INTERPRETATION ACTIVITIES Objective No. 6.2.5 From assigned selections of literature, the student gives an oral interpretation of literature using the following elements to convey the meaning and tone of the literary work: (1) tone of voice (2) emphasizing and/or prolonging of key word (3) phrasing (4) variation of rhythm (5) variation of pitch and volume (6) variation in rate of speech and pauses (7) relevant body movements and/or gestures Sample Exercises/Suggested Activities: Note: This objective presumes that the teacher has provided adequate instruction and has demonstrated for students the various aspects of oral interpretation. A readiness experience for this objective could be to have students listen to a commercially produced recording of poetry and to analyze the reader's oral techniques. Along with this voice analysis, students could also speculate about eye use, facial expression, and possible hand movements the reader might use if he were visible to his audience. Another good readiness experience would be the viewing of a filmed version of oral readings. 1. From a group of poems selected for their appeal to students and their appropriateness for oral interpretations, have individual students select and memorize a poem. After the poems are memorized, assign students to practice presenting the poem to a partner to polish oral interpretation skills before reciting the poem to the entire class. 2. Ask students to locate in library, or personal books or magazines. material appropriate for oral interpretation and orally to interpret the material to the class. (Students for instance, might wish to imitate a TV sports commentator using a sports story from a newspaper.)	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.075	LISTENING: ANALYSIS Objective No. 6.2.6 The student draws analytical conclusions from an oral communication by distinguishing statements of fact from those of opinion or value, recognizing a variety of appeals used in advertising, identifying irrelevant statements, and recognizing the relationship between attitude and point of view. Sample Exercises/Suggested Activities: 1. Place "X" in the blank for each of the following statements that is a fact: a. _____ Boys are better athletes than girls. b. X July 4 is Independence Day. c. X Dogs can be trained more easily than cats to jump through a hoop. d. _____ Most people like to hear Johnny Cash sing. Note: After the above or similar readiness activity, read aloud additional fact and opinion/value statements and have students classify them orally. 2. The column on the left contains the names of several types of advertising techniques: In the blank beside each of the advertisements in the right-hand column, write the letter from beside the item in the left-hand column that best identifies the technique being used in the advertisement. A. Bandwagon B. Famous name C. Good looks (personal) D. Prestige B "Buy Mark Spitz swim trunks." C "Ivory Liquid makes your hands look prettier." A "Chevrolet outsells every other car." D "The Marines are looking for a few good men." Note: After the above or similar readiness activity, state orally or read aloud other advertisements or appeals and have students respond by orally identifying the technique being employed.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.075	LISTENING: ANALYSIS Objective No. 6.2.6 (Continued) 3. Read aloud an appropriate selection twice, expressing a different attitude in each reading. Ask students to listen and describe the difference the two attitudes made in the meaning of the selection. 4. Read a prepared statement in a very serious manner. Include in the content of the statement one or more details that are irrelevant, but attempt to avoid "giving them away" through your reading. Ask the students to identify orally or in writing the irrelevant details.	
x-4.076	SPEAKING: FORMAL ORAL PRESENTATION FEATURES Objective No. 6.2.7 Given sample speeches, the student identifies the speeches as being informative, persuasive, or entertaining. Sample Exercises/Suggested Activities: 1. Readiness Activity: Provide instruction which defines and explains the distinguishing characteristics of speeches to inform, speeches to persuade, and speeches to entertain. Demonstrate each type of speech through having the students listen to either live or recorded examples of each type. 2. Give students one or more written samples (preferably short) of each type of speech (informative, persuasive, entertaining) and have them identify the type each sample represents. 3. Have three good speakers volunteer to give short prepared speeches to the class. Give each speaker a different type of speech (informative, persuasive, and entertaining) to memorize. Coach each student to deliver the speech so that its purpose is reasonably clear. As these speakers later present their speeches before the class, have class members identify each type of speech.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.077	SPEAKING: BASIC ORAL SKILLS Objective No. 6.2.8 The student organizes a speech utilizing the speech mechanics of introduction, body, and conclusion. Sample Exercises/Suggested Activities: 1. After adequate instruction on the major organizational units of a speech (introduction, body, conclusion), including examination by students of several illustrations of these units, have students organize an announcement similar to the following example to be spoken over the school's public address system: The student gives the purpose of "Spirit Week." He explains that it consists of activities to emphasize school spirit. For the body of the speech he lists and explains activities for each day of the week. In conclusion he reminds students of ways they can participate.	
x-4.077	SPEAKING: BASIC ORAL SKILLS Objective No. 6.2.9 The student demonstrates his ability to prepare an oral presentation by effective use of such resources as libraries, community resources, documents and other appropriate sources. Sample Exercises/Suggested Activities: 1. From a list of possible topics, have students select one topic and gather information from at least two sources, such as one magazine and one encyclopedia, to use in a short speech about the topic. In the speech or on cards to be turned in to the teacher, the sources used by the student should be appropriately cited according to a mode prescribed by the teacher. 2. Have students interview relatives, next door neighbors, or other community	15

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.077	SPEAKING: BASIC ORAL SKILLS Objective No. 6.2.9 (Continued) members about a common topic of continuing interest in the community (e.g., environmental concerns, crime, energy conservation, health, community recreation, public education, etc.) and make oral reports to the class on their findings. Note: In any oral communciation activity, this objective can rarely stand alone. Evaluation of this objective, however, should be separate from other objectives with which it is joined.	
x-4.077	SPEAKING: BASIC ORAL SKILLS Objective No. 6.2.10 The student demonstrates his ability to make an oral presentation using appropriate speech techniques: voice projection; variation in pitch and in rate of speech; articulation; pronunciation; and correct posture--at performance levels appropriate for sixth-grade students. Sample Exercises/Suggested Activities: Note: This objective presumes adequate instruction of speech techniques before students attempt achievement of this objective. At the sixth-grade level natural imitation of techniques used by good speakers heard by the students (either recorded versions or in person) may be a more appropriate mode for helping students to learn the skills identified in this objective. Avoid undue pressures on students to accomplish all aspects of this objective. If students can develop an <u>awareness</u> of the <u>need</u> for the skill components of this objective at the sixth-grade level, such an awareness may be a reasonable outcome for many sixth-graders. Each student, of course, should be encouraged to improve in his performance of this objective to the level of his individual ability.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.076	SPEAKING: FORMAL ORAL PRESENTATION Objective No. 6.2.11 The student delivers a speech designed for a specific purpose and prepared according to given criteria. Sample Exercises/Suggested Activities: Note: Criteria for specific types of speeches (informative, persuasive, entertaining) should not be too technical nor too rigorously applied in evaluating successful performance of this objective by sixth-grade students. Natural imitation of models of specific types of speeches should be encouraged. 1. List specific purposes for speeches (informative, persuasive, entertaining) and under each purpose list several topics appropriate for the purpose. Have students select a topic under one purpose, prepare a short speech in accordance with given criteria, and deliver a 2-3 minute speech. Examples: INFORMATIVE: 1. Ben Franklin's Kite; 2. Caring For a Pet; 3. Baits For Freshwater Fishing PERSUASIVE: 1. We Need _____; 2. Buy a Buick; 3. Help a Needy Person ENTERTAINING: 1. My Cat Wrote a Poem; 2. When Dad Tried to Bake a Cake; 3. Everybody Was Laughing at Me Criteria for INFORMATIVE SPEECH: 1. Stand up straight in a relaxed posture, look directly at your audience, and speak clearly and distinctly. 2. State your topic and describe the kind of information you wish to present about the topic. 3. Next, present in proper order the specific items of information you wish to present. 4. Close by re-stating your topic and summarizing the main facts you have presented about the topic.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.076	SPEAKING: FORMAL ORAL PRESENTATION Objective No. 6.2.11 (Continued) Criteria for PERSUASIVE SPEECH: 1. Same as #1 above. 2. State your topic and the position regarding it that you wish to convince your audience to take. 3. Next, present reasons why your audience should take this position. 4. Close by re-stating the position and urge your audience to support it by appropriate actions. Criteria for ENTERTAINING SPEECH: 1. Before making the speech, become aware of any special demands it makes on the presenter such as bodily posture, facial expressions, gestures, special attire, etc. Follow these requirements in making the presentation. 2. Put yourself into the mood of the speech material. Convey this mood in your presentation. 3. Present the content of the speech in the order demanded to achieve a humorous effect or to please your audience if the entertainment aspects are something other than humor. 4. Close your presentation at the point and in the manner your speech material requires for the best effect on your audience.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	DEFINING LITERATURE Objective No. 6.3.1 Given adequate explanations and illustrations, the student defines literature as particular forms of written language having special features and special qualities. Sample Exercises/Suggested Activities: Note: This objective deals with a concept more than with specific performances. A brief explanation of the more obvious features of poetry, short stories, novels, and plays with illustrations of each (cite selections in students' textbooks) is recommended. Follow these descriptions with a brief discussion on the importance of literature as an art form and the role of literature as well as other art forms in the cultural development of people. 1. After explaining and illustrating the literary form of poetry (short stories, novels, plays) to students, have students, working as a group, develop a working definition of the form that all class members understand. Example: A poem is made of words that can be set to music and usually every line begins with a capital letter. The ends of lines may rhyme in a set pattern. A poem may be happy, sad, funny, or very thought-provoking. Some poems are easy to memorize.	
x-4.082	SEQUENCE Objective No. 6.3.2 Given a story, the student arranges the major events in the order of their occurrence. Sample Exercises/Suggested Activities: 1. DIRECTIONS: Read the story below. Now, on your paper, write five things that happened in the story. Write the five things in the order they took place in the story:	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	SEQUENCE Objective No. 6.3.2 (Continued) Sam and Frank were excited about summer vacation beginning that very day. They had planned for weeks to build a house in the oak tree in the back yard. The boys asked their mother's permission to build the tree house. She said, "You may build the tree house if you will be very careful not to fall." The happy boys carried lumber, nails, and a hammer to the tree. Then they picked out the right limbs and carried the boards up. Finally, the tree house was finished, and they sat in it. They were happy to have their tree house at last. 2. For more exercises on sequence, see Written Communication Objectives, Volume 6, page 718.	
x-4.082	CRITICAL ANALYSIS Objective No. 6.3.3 Given statements of fact, fiction, and opinion, the student distinguishes among fact, fiction and opinion. Sample Exercises/Suggested Activities: 1. The teacher explains the definitions of fact, fiction, and opinion and cites common examples of each as found in written language. Students participate in oral discussion with the teacher and each other until the teacher feels that students adequately understand the definitions. 2. The teacher asks students to read the following statements carefully, then write "1" in the blank if the statement in fact, "2" if it is fiction, and "3" if it is opinion. __2__ The Great Event happened in the days when the earth was still flat. __1__ Neil Armstrong was one of the astronauts who landed on the moon. __2__ The moon is made of green cheese. __3__ A Buick is a better car than a Ford. __1__ Supreme Court judges are appointed by the President.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	CRITICAL ANALYSIS Objective No. 6.3.3 (Continued) 3. For additional exercises see Mountain Peaks (Singer/Random House, 1968), units 4 and 8; New Directions in English 6 (Harper Row, 1969), pages 128-143, 147-148. Also see Written Communications Objectives, Volume VII, pages 1088-1093 for additional objectives and exercises involving this skill area.	
x-4.084	INTERPRETING NONFICTION Objective No. 6.3.4 Given selected biographies and autobiographies the student identifies and distinguishes between these types of nonfiction. Sample Exercises/Suggested Activities: 1. Have the students make a chart on which they list the characteristics that distinguish biography and autobiography from other forms of literature. Examples: 1. A biography is a story about some real person's life. 2. An autobiography is a story about a real person's life, written by the person himself. 3. Good biographies and autobiographies are written in a realistic way so that you can actually learn about the person and the time in which he lived. 2. Students read assigned short biographies and/or autobiographies and identify characteristics which prove them to be biographies or autobiographies.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	TYPES OF FICTION Objective No. 6.3.5 Given various types of fiction and their features, the student identifies each as a specific type: myths, legends, fables, and tall tales. Sample Exercises/Suggested Activities: 1. Have the students make a chart or set aside a section of the chalkboard for listing and identifying the major features of each type of fiction. Example:	

TYPE	FEATURES
Myth	1. It includes supernatural beings (gods, goddesses). 2. It explains a mystery of nature or religion or explains a custom. 3. It includes supernatural events.
Legend	1. It is passed down from generation to generation. 2. It usually centers on the life or adventures of one person. 3. It has some historical truth.
Fables	1. It contains a single episode. 2. It uses animals to portray human beings. 3. It shows human weaknesses. 4. It gives a moral.
Tall Tale	1. It is about adventures of a real or imaginary person. 2. It uses exaggerations. 3. It is intended to be humorous.

2. Have the students read illustrative stories for each type of fiction.

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	TYPES OF FICTION Objective No. 6.3.5 (Continued) Example: Myth - "Midas" in First Splendor (Harcourt, 1968), p. 181. Mountain Peaks (Singer/Random House, 1968), pp. 17, 111, 113, 118, 270, 282, 289, 294, 209, Unit 7. Legend - "An Adventure of Don Quixote" in From Lions to Legends (Harper Row, 1973), p. 23. Mountain Peaks (Singer/Random House, 1968), pp. 145-150. Fable - "The Mouse and The Lion" (Aesop). Mountain Peaks (Singer/Random House, 1968), pp. 30,120. Tall Tale - "Uncle Ed's Usual Bear Hide" in Spanning the Seven Seas (Harper Row, 1972), p. 8. Mountain Peaks (Singer/Random House, 1968), p. 26.	
x-4.082	SETTING AND CHARACTER STUDY Objective No. 6.3.6 Given brief passages from a short story or novel, the student identifies the setting of the story and descriptions of a person that tell about his character. Sample Exercises/Suggested Activities: 1. Have the students read a suitable selection and answer these questions about the story. Example: "Feathered Friend" in From Lions to Legends (Harper Row, 1973), p. 77. (a) Who are the characters in the story? (b) What happens in the story? (c) When does it take place? (d) Where does it take place? (e) Why does it occur? (f) How does it take place? 2. Have the students read a selection which specifies a setting and identify the setting. Example: The mansion was very old and rambling; it groaned pitifully when the wind blew. One could almost feel the sway of the house as it seemed to move in a slow, steady rhythm. Folks who lived in the area surrounding the house could tell visitors many strange and scary stories about	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	SETTING AND CHARACTER STUDY Objective No. 6.3.6 (Continued)	

the "old haunted house" which has been there ever since anyone could remember.

The setting of the story is:

(a) An old farm house
(b) A house of horror at a carnival
(c) An old mansion
(d) An old cabin

3. Give students descriptions of a person. Have them identify those that tell about the person's character.

Example:

Directions: Place an X on the lines provided where the information given tells something about a person's character.

A.
X He's a sloppy dresser.
___ He's tall.
X He talks about baseball a lot.
___ He doesn't look at you when he talks to you.
X He feeds his dog, fish, and parakeet every morning before going to school.

B.
X She's always talking about herself.
___ She is short.
___ She had her tonsils out.
X She has a lot of sleep-over parties.
X She was elected president of her girl's club.

4. The teacher explains the term "flashback" as it relates to character development. The teacher selects a story that employs the flashback technique for character development and asks students to:

(a) identify the specific passage in which the flashback is found
(b) explain the author's purpose in using the flashback.

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	FIGURATIVE LANGUAGE Objective No. 6.3.7 Give a definition and examples of similes, metaphors, and personifications, the student identifies the similes, metaphors, and personifications as found in sentences. Sample Exercises/Suggested Activities: 1. DIRECTIONS: Look at the definition and example of a simile below. Underline all the similes in the sentences below. Item: A simile compares two things by using <u>like</u> or <u>as</u>. For example, "The sunset was <u>as pretty as a picture</u>." (a) Friends are <u>as scarce as hen's teeth</u> when you're in trouble. (b) He's <u>as smooth as silk</u> when it comes to making up excuses. (c) My car is <u>as fast as lightning</u> when it's in good running order. (d) She sings <u>like a mocking bird</u>. 2. DIRECTIONS: Look at the definition and example of a metaphor below. Underline all the metaphors in the sentences below. Item: A metaphor compares two unlike things wihtout using <u>like</u> or <u>as</u>. For example, "A cloud is <u>a pillow in the sky</u>." (a) Her teeth are <u>pearls</u> compared to mine. (b) John is <u>a snake in the grass</u> sometimes when it comes to friendships. (c) He's <u>an elephant</u> walking around the apartment. (d) We're <u>all clowns</u> at one time or another. (e) She's <u>a doormat</u> for her friends. 3. DIRECTIONS: Look at the definition and example of personification below. Underline all the personifications in the sentences below. Item: Personification gives life-like qualities to non-living objects. For example, "The tall cornstalks waved their arms in the breeze." (a) The <u>tall oaks were watchmen</u> along the street. (b) The boy's long <u>curls slapped his face</u> in the strong breeze. (c) Ocean <u>waves whispered</u> to the passing people. (d) Her <u>eyes told the sad story</u>. (e) <u>Flames</u> in the fireplace <u>leaped and danced</u>. 4. For additional objectives and exercises on figurative language, see Written Communication Objectives, Volume VII, pp. 1500-1547.	25

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	FIGURATIVE LANGUAGE Objective No. 6.3.8 Given definitions and examples of alliteration and onomatopoeia, the student identifies each figure in sentences. Sample Exercises/Suggested Activities: 1. DIRECTIONS: Look at the definition and example of alliteration below. Underline all of the alliterative words in the sentences below. Item: Alliteration is the repetition of the same beginning sounds in words closely following one another. Sometimes we call these "tongue twisters." For example, "Peter Piper picked a peck of pickled peppers." (a) The prickly pear was picked too soon. (b) The pale, purple purpoise was coming toward us. (c) Sally saw seashells when she went to the beach. (d) That nasty, naughty knight let his armor rust. 2. DIRECTIONS: Look at the definition and example of onomatopoeia below. Underline all of the examples of onomatopoeia in the sentences below. Item: Onomatopoeia is a word which sounds like the noise or sound it is naming. For example, "A bee buzzes." (a) The airplane zoomed past the houses. (b) The fire crackled in the night. (c) The jet roared as it took off from the airport. (d) The bullet whizzed by Sper Fly, missing him completely. (e) The bacon sizzled in the pan. 3. See also Written Communication Objectives, Volume VII, pp. 1504-1507.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	INTERPRETING POETRY Objective No. 6.3.9 Given selections of lyric, limerick, narrative, and haiku petry, the student identifies and interprets these types of poetry. Sample Exercises/Suggested Activities: 1. Explain that an understanding of certain poetic forms aids in interpreting a poem; e.g., a lyric poem emphasizes a feeling; a limerick is humorous; a narrative poem tells a story; haiku poetry expresses thoughts about nature. 2. Select poems illustrating specific types and have students apply their knowledge that form aids in interpreting a poem by identifying: (a) the specific feeling expressed in a lyric poem. (b) the aspects of a particular limerick that make it humorous. (c) the story told in a narrative poem. (d) the thought about nature expressed in a particular haiku poem.	
x-4.083	ORAL READING Objective No. 6.3.10 Given selections of poetry to be read orally, the student demonstrates skill in reading poetry according to punctuation. Sample Exercises/Suggested Activitie 1. Students listen to readings of poetry that demonstrate accurate interpretation and expression while looking at copies of the poetry. 2. Students practice reading poetry aloud. 3. Teachers record the students as they read aloud and have them listen to their recordings while looking at copies of the poetry for the purpose of determining if they (the students) properly observed and appropriately interpreted punctuation in their oral readings. See First Splendor (Harcourt, 1968), pp. 214-243 for poems appropriate to use with this objective.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.083	CHARACTERISTICS OF DRAMA Objective No. 6.3.11 Given Instruction on particular characteristics of drama, the student recognizes dialogue, directional words and development of character in a dramatic selection. Sample Exercises/Suggested Activities After terms have been clearly defined and students have become aware of where to look to find certain characteristics of drama, have students read a short play that illustrates the characteristics studied and identify those characteristics. 1. Definitions: dialogue - the words spoken by the actors. In drama, dialogue is used to develop the story. directional words - words appearing in the script which tell actors when to speak or what to do. These words are not seen or heard by the audience. development of character - the play writer allows his characters to develop for an audience by what the actor says, what he does, and by what other characters say about him. Main characters are developed more fully than minor characters. 2. See "Taking Care of Toad" in First Splendor (Harcourt, 1968), pp. 53-65, for one example of a play appropriate to use with this objective.	
x-4.086	PARTICIPATION IN DRAMA Objective No. 6.3.12 Given instruction in dramatic techniques the student performs in plays, skits, or pantomimes in which literary selections are appropriately interpreted. Sample Exercises/Suggested Activities 1. After reading a story about a family-type situation, three students will act out one or more scenes from the story for the class. 2. See other suggestions under objectives listed for NONVERBAL COMMUNICATION and ORAL COMMUNICATION.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.087	HANDWRITING Objective No. 6.4.1 Given a printed passage approximately 50 words long, the student transcribes it legibly in cursive form, maintaining uniform letter size and slant, spacing between words and sentences, and dotting i's and crossing t's. Sample Exercises/Suggested Activities: 1. Copy this passage in cursive form: The boy was excited over his new puppy. It was the first puppy he had ever had. It had black and brown spots, long ears, and a short fluffy tail. When the boy played with the puppy, it would lick his face and bark at him with a high squeak.	
x-4.088	SPELLING Objective No. 6.4.2 Given a paragraph containing commonly misspelled words, the student identifies and corrects the misspelled words. Sample Exercises/Suggested Activities: Identify the misspelled words in the following paragraph by underlining them. Then correct the spelling by listing the words in their correct form on a sheet of paper. This dosen't sound like me, but when I was all most sicteen I got my first job. I would be payed fourty dollars a week. A Freind in my grammer class reccommended the job to me because he herd they were haveing alot of business. I had allways been hopeing for a brake like this. Correct spellings: doesn't forty heard always almost friend having hoping sixteen grammar a lot break paid recommended business	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	CAPITALIZATION Objective No. 6.4.3 Given uncapitalized phrases or sentences, the student identifies the words requiring capitalization. Sample Exercises/Suggested Activities: Supply the needed capitals in the following phrases or sentences: 1. the charter national bank 2. president Truman's secretary 3. That is what i said. 4. today is the first day of the rest of your life.	
x-4.088	PUNCTUATION Objective No. 6.4.4 Given four sentences, one a direct quotation, one with "yes" or "no" at the beginning of the sentence, one with words in a series, and one with direct address, which have the commas omitted, the student supplies the commas. Sample Exercises/Suggested Activities: Supply the necessary commas in the following sentences: 1. Bill said "I didn't do it." 2. Yes you may go. 3. The little boy looked cold wet hungry and scared. 4. John please close the door.	
x-4.088	WORD MEANING Objective No. 6.4.5 Given instruction in vocabulary, the student demonstrates an understanding of word meaning when using the following in written assignments: prefixes, suffixes, synonyms, antonyms and homonyms. Samples Exercises/Suggested Activities: Directions to students:	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	WORD MEANING Objective No. 6.4.5 (Continued)	

1. Each of the words listed below has either a prefix or a suffix. Identify the prefix or suffix and explain how it changes the meaning of the root word.
   (a) misspell
   (b) incomplete
   (c) continued
   (d) joyous
   (e) remove
2. In each of the following sentences underline the correct homonym in parenthesis:
   (a) Mary (ate, eight) the apple.
   (b) I had a (pair, pear, pare) of socks.
   (c) We went to Texas last (weak, week).
   (d) We saw the (plain, plane) land on the runway.
   (e) (Right, Write, Rite) a simple sentence.
3. In the blank write an antonym for the word given below the blank in the following sentences:
   (a) The water in the sink was _____. (cold)
   (b) When they found the man he was _____. (alive)
   (c) When he grew up he was a _____ man. (short)
   (d) He found the answer at the _____ of the book. (beginning)
4. Rewrite the following sentences and insert an appropriate synonym in place of the underlined word:
   (a) The flowers in the garden are <u>beautiful</u>.
   (b) Jean was <u>sick</u> for several days.
   (c) Mary had an <u>odd</u> experience yesterday.

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communciation x-4.088	WORD FORMATION Objective No. 6.4.6 Given instruction in the formation of compound words, contractions, plurals, and possessives, the student demonstrates the ability to generate specified forms. Sample Exercises/Suggested Activities: Directions to student: 1. Using one of the following base words--house, school, and ball--construct and spell accurately three compound words by adding other words with which the base can combine. 2. Write legibly and spell correctly the contractions of these pairs of words, properly placing the apostrophe for omitted letter or letters. can not — I have will not — I would you are — she will I will — I am they are — he will 3. Write legibly the correct plural forms of the following regular and irregular nouns: 1. girl — 6. church 2. woman — 7. box 3. baby — 8. sheep 4. knife — 9. child 5. monkey — 10. goose 4. Write legibly the correct possessive forms of the following singular and plural nouns: 1. boy — 7. witches 2. fox — 8. bear 3. bird — 9. doctor 4. cowboys — 10. calves 5. goats — 11. men 6. hunters — 12. class	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.089	PARAGRAPH DEVELOPMENT: TOPIC SENTENCE RECOGNITION Objective No. 6.4.7 Given a factual paragraph with no expressed topic sentence and three separate sentences related to the paragraph, the student identifies the sentence most suitable as a topic sentence. Sample Exercises/Suggested Activities: DIRECTIONS: The topic sentence is not included in the following paragraph. Put a check mark next to the sentence which would make the best topic sentence. He and his helpers were often disappointed in their attempts to find the filament for the electric light bulb. For thirteen months they worked at Menlo Park trying different kinds of materials. They tried over thirteen thousand experiments with platinum wire before they finally found a better material. _____ 1. Menlo Park was the place where Thomas Edison invented the electric light. _____ 2. Thomas Edison's invention of the electric light took long hours of hard work and many disappointments. _____ 3. Thomas Edison is given most of the credit for inventing the phonograph.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.089	PARAGRAPH DEVELOPMENT: TOPIC SENTENCE EXPANSION Objective No. 6.4.8 Given a suitable topic sentence, the student writes a paragraph in which he relates a real or imagined personal experience or anecdote to develop the topic sentence. Sample Exercises/Suggested Activities: DIRECTIONS: The sentence below is the topic sentence for a short paragraph that you will write. Write a paragraph of at least four sentences using a personal incident or experience to convince your audience that the topic sentence is true. Practical jokes have sometimes had harmful results. _____ _____ _____ _____	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.090	THEME DEVELOPMENT: OUTLINING Objective No. 6.4.9 Given a partially completed outline with major topics and randomly arranged subtopics, the student writes each subtopic under its correct major topic. Sample Exercises/Suggested Activities: DIRECTIONS: From the list below write each word under the correct major topic to complete the outline. Exercise: Gardenia Potato Petunia Orange Banana Apple Orchid Carrot Lettuce Topics: I. Fruit II. Vegetables III. Flowers Answer: I. Fruit A. Orange B. Banana C. Apple II. Vegetables A. Potato B. Carrot C. Lettuce III. Flowers A. Gardenia B. Orchid C. Petunia	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.091	CREATIVE WRITING: POETRY/STORY Objective No. 6.4.10 Given models of types of peotry and creative paragraphs from stories, the student composes original expression in writing. Sample Exercises/Suggested Activities: 1. Give an example of a pattern for haiku. Have the student compose an original haiku. DIRECTIONS: A haiku is a poem that contains three lines; five syllables are in the first line, seven in the second and five in the third. The subject of a haiku is something that goes by quickly and something that lasts. It provides an insight into a humen experience. Here is a haiku: A wet spider web Sagging from weight of raindrops Sparkles in the sun. Now write your own, original haiku. _____ _____ _____ 2. Give a model of closed rhyming couplet. Have students compose an original rhyming couplet. DIRECTIONS: Read the following poem. It is a couplet. The end words of the two lines rhyme. Every other syllable is accented; there are four beats, or accents, per line. After you read the poem write your own original rhyming couplet. The water churns behind the boat But on the skis I stay afloat.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.091	CREATIVE WRITING: POETRY/STORY Objective No. 6.4.10 (Continued) 3. Have students write a creative paragraph or story describing their feelings on orientation day or the first day of school. 4. Have students write a beginning for a story. Then have students exchange papers and write an ending for another student's story beginning. 5. Refer to Written Communication Objectives Volume VII, p. 1310f, for additional literary forms. Also see objectives and sample exercises under LITERATURE in this guide.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	SENTENCE RECOGNITION Objective No. 6.5.1 The student distinguishes among sentences, fragments, and run-ons. Sample Exercises/Suggested Activities: 1. Directions for the student: Tell whether the following groups of words are sentences or fragments. If you decide one is not a sentence, tell why it is not. (a) The door creaked on its rusty hinges. (S) (b) A wave of hot wind. (F) (no verb) (c) The big boom make the ground tremble under their feet. (S) (d) A loud noise filled the air. (S) (e) A tale of science. (F) (no verb) 2. Have students re-write the following statements to make clearer, shorter sentences. (a) We found a cat in a tree it was afraid to come down. (b) Sandra opened the window she called for help. (c) Linda peeled the apples Mother made a pie.	
x-4.093	SENTENCE TYPES Objective No. 6.5.2 The student recognizes sentences classified according to purpose (declarative, interrogative, imperative, exclamatory) and sentences classified according to structure (simple, compound). Sample Exercises/Suggested Activities: 1. Ask the students to identify the different types of sentences. (a) I have a new coat. (Declarative) (b) Sit down, Mike. (Imperative) (c) Has Brenda made fudge? (Interrogative) (d) How beautiful everything looks! (Exclamatory)	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	SENTENCE TYPES Objective No. 6.5.2 (Continued) 2. Ask students to supply the punctuation for the following sentences and also write one of the following words after each sentence: questions, statement, exclamation or command. (a) Lend me a quarter. (command) (b) Is Mrs. Jones your teacher? (question) (c) Sue has a pleasant voice. (statement) (d) What a wonderful time Mary had! (exclamation) 3. Ask students to transform each declarative sentence given below into an interrogative, an imperative, and an exclamatory sentence. (a) She is quiet. (Is she quiet? -Be quiet. -How quiet she is!) (b) You work hard. (Do you work hard? -Work hard. -How hard you work!) (c) She is a good friend. (Is she a good friend? -Be a good friend. -What a good friend she is!) 4. Ask students to identify each sentence as simple or compound. (a) Simple Jane saw them after the game. (b) Compound I washed the dishes, and Bob cleaned the rug. (c) Compound The full moon looks large, but it is really much smaller than earth. 5. Ask students to combine each pair of sentences into a compound sentence using the conjunction shown in parentheses. (a) Kenneth Graham wrote the book. (and) Allan Surles illustrated it. (b) My mother paid for the present. (but) She let me pick it out. (c) Shall we play checkers? (or) Would you rather make fudge? 6. Ask students to write three compound sentences of their own using a different conjunction--and, but, or or--in each.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	VERBS Objective No. 6.5.3 The student recognizes position, structure, and properties and correct usage of verbs. Sample Exercises/Suggested Activities: 1. Ask the student to underline the predicate verbs in the following sentences to develop awareness that verbs can consist of more than one word and may appear in various positions in the sentence. (a) The dog barked. (b) The tree had grown very tall. (c) Will you have a piece of cake? (d) We have not been swimming lately. 2. Give the student sentences which have incorrect tenses. Using only the three simple tenses (present, past, future), have students correct the incorrect verbs. 3. Ask the student to supply the past and past participle forms of the following irregular verbs. Present — Past — Past participle (a) run — ran — run (b) go — went — gone 4. Have students write original sentences in which helping (auxiliary) verbs (can, may, do, did, have, is, am, was, etc.) are used correctly. 5. Ask students to correct the incorrect verb usage in the following sentences: (a) We seen him do it. (b) He had oughta study.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	DIFFICULT USAGE FORMS Objective No. 6.5.4 The student recognizes standard English usage of certain troublesome forms: lie, lay; sit, set; rise, raise; between, among; take, bring; etc. Sample Exercises/Suggested Activities: 1. Have students underline the correct word for each statement. (a) (Sit, Set) is used to mean "have a seated position." (Sit, Set) is used to mean "put" or "place" something. (b) (Teach, Learn) is used to mean "gain knowledge or skill in." (Teach, Learn) is used to mean "show how" or "give lessons in." 2. Have students write the present, present participle, past and past participle for the following verbs: Present — Present Participle — Past — Past Participle lie (or lies) — lying — lay — lain lay (or lays) — laying — laid — laid rise (or rises) — rising — rose — risen raise (or raises) — raising — raised — raised 3. Have students underline the correct words in the parentheses in each of the following sentences. (a) Did you ever (sit, set) on a hill overlooking a city? (b) We (sat, set) our supper on a rock and (sat, set) down to eat. (c) My mother has (lain, laid) down for a nap. (d) "Where did you (lie, lay) the transformer?" asked Jim.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	SPECIAL VERBS: BE, HAVE, AND DO Objective No. 6.5.5 The student uses correctly in sentences the special verbs BE, HAVE, and DO. Sample Exercises/Suggested Activities: 1. Have students recognize that: (a) The subjects I, We, You, and They are used with the following forms of the special verbs: (HAVE) have, had; (DO) do, did. (b) For the verb BE, the subject I can be followed by only am or was, never is or were. (c) For the BE, the subjects We, You, and They are followed by are or were, never is or was. (d) The subjects He, She, It, a singular noun, or an indefinite pronoun are used with the following forms of the special verbs: (BE) is, was, (HAVE) has, had; (D)) does, did. (e) DONE, the past participle form of the verb DO, can be used only with a helping verb. 2. In the following sentences, underline the correct verb in parentheses: (a) I (is, am) glad we won. (b) I (do, does) well when I study. (c) We (has, have) a new baby at our house. (d) They (were, was) friends for many years. 3. Fill in the blank in each sentence with the correct form of the verb shown in parentheses: (a) Everyone (has) trouble sometime. (HAVE) (b) Yesterday (was) a holiday. (BE) (c) The principal (is) in now. (BE) (d) I (do) my exercises every day. (DO) (e) Where (were) you when he called? (BE) (f) We (have) several friends in Tallahassee. (HAVE) (g) He has (done) his work well. (DO) Note: Many sixth-grade students need extensive practice with correct usage, both oral and written, of these three special verbs. All of the above exercises deal with these verbs as main verbs, but students should also be instructed in their use as helping verbs.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	USAGE OF NOUNS Objective No. 6.5.6 The student recognizes the functions of nouns, plural and possessive forms of nouns, and classification of nouns. Sample Exercises/Suggested Activities: 1. Key: Four possible functions: (a) subject, (b) object of a verb, (c) object of a preposition, (d) complement. Classifications: (1) common, (2) proper. Ask the pupils to look at the circled noun in each sentence below. Then write the letter a, b, c, or d in the first blank at the end of the sentence to show the function of the noun and write the numeral 1 or 2 in the second blank to indicate that the noun is either a common or proper noun. 1. Scott completed his (work). (b) (1) 2. The beautiful (flowers) bloomed around them. (a) (1) 3. Jane was our (speaker). (d) (1) 4. They were near the (North Pole). (c) (2) 5. He sang the first (song). (b) (1) 6. Germany is a (country) in Europe. (a) (1) 7. This (necklace) belongs to my sister. (a) (1) 8. A tall guard stood at the captain's (door). (c) (1) 9. (Don) paints better than I do. (a) (2) 10. A heavy shower delayed the (game). (b) (1) 2. Ask students to write after each noun below s for singular, sp for singular possessive, p for plural, or p p for plural possessive. 1. John's sp 2. teeth p 3. mouse s 4. boy's p p 5. children's p p 6. girl's sp 7. woman's sp 8. baby's sp 9. men's sp 10. dog's sp 11. pencil s 12. potatoes p 13. lion's sp 14. pictures p 15. team's sp 16. child's sp 17. foxes p 18. paper s	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	USAGE OF PRONOUNS Objective No. 6.5.7 The student identifies standard usage of pronouns in terms of kinds, case, agreement, and clear reference. Sample Exercises/Suggested Activities: 1. Underline the pronouns in each of the following sentences. In the blank at the end of each sentence identify each as personal or indefinite. Note: As a minimum requirement sixth-graders should learn to recognize the above two kinds of pronouns. Other kinds may also be studied if students master these two kinds rather quickly. (a) I am going to my room. pers pers (b) Everybody enjoys a vacation. indefinite (c) Ted and Mary sailed in their boat. personal (d) Will you please tell someone the truth? pers ind (e) No one will be allowed to see the film. ind 2. Underline the correct form of the pronoun in each sentence. (case) (a) Alan and (her, she) found an Indian arrowhead. (b) (Its, It's) age is not known. (c) (He, Him) and (she, her) are as old as (me, I). (d) That is (their, there) house. (e) (They, Them) and (I, me) went to the movie. (f) Were (you and him, you and he) late? (g) The story was read by Judy and (me, I). (h) Are the cars stopping for (they, them)? (i) Boxing taught (us, we) boys how to defend ourselves. (j) (We, Us) members read Kon-Tiki. (k) That cat is (my, mine). (l) She ate (my, mine) sandwich. 3. Read each sentence aloud. State what the pronoun usage error is and correct it aloud. (Clear reference, non-standard usage). (a) Franklin he was a scientist. (Franklin was a scientist.) (b) Major Roberts was braver than the others, but he did not use it wisely. (did not use his bravery wisely.) (c) Edison hisself didn't know all the answers. (himself)	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	USAGE OF PRONOUNS Objective No. 6.5.7 (Continued) (d) The teachers theirselves can finish. (themselves) (e) Ruth dropped a dish on her foot and it broke. (and the dish broke) (f) She took the cans from the grocery bags and placed them on the counter. (placed the cans on the counter.)	
x-4.092	ADJECTIVES Objective No. 6.5.8 The student recognizes adjectives by their function, position, and comparative forms. Sample Exercises/Suggested Activities: 1. Have students draw a circle around each adjective in the paragraph and above each adjective, write the letter D if it describes, the letter W if the adjective tells which one, the letter A if it is an article, or the letter H if the adjective tells how many. Animals protect themselves in many different ways. Powerful horns help goats, cattle, and several breeds of deer to defend themselves. Antelopes depend on long legs to carry them swiftly away from danger. Some animals have hard hoofs that make good weapons. Points or unpleasant odors provide several animals with protection. Skunks discharge a sharp odor that discourages the enemy. This method of protection enables a small animal to protect itself from a large animal. 2. Have the students write the position of the underlined adjectives in the following sentences using the following codes: BN (before noun), PA (predicate adjective after a being verb): a. BN The green door was closed. b. PA The boy is hungry. 3. Have the students write original sentences using adjectives before a noun and as predicate adjectives after a being verb. 4. Have students write the comparative and superlative forms for the following adjectives.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	ADJECTIVES Objective No. 6.5.8 (Continued)	

	Positive	Comparative	Superlative
a.	good	better	best
b.	easy	easier	easiest
c.	beautiful	more beautiful	most beautiful
d.	healthy	healthier, more healthy	healthiest, most healthy

5. Have students decide whether the comparative or the superlative degree of each adjective should be used:
   a. This year's fair was the (better, best) fair of all.
   b. The crowds at the fair this year were (bigger, biggest) than they were last year.
   c. All the people said that the water show was the (more beautiful, most beautiful) one they had ever seen.

x-4.092

ADVERBS
Objective No. 6.5.9

The student recognizes adverbs by their function, position and comparative forms.

Sample Exercises/Suggested Activities

1. Have the students draw one line under the adverb and two lines under the verb that the adverb modifies. Then on the line after the sentence write how, when, or where to show what the adverb tells about the action of the verb.
   a. The sun dropped slowly behind the hills. _____
   b. Seldom have I seen a prettier sunset. _____
   c. There is the sky the sun faded. _____
2. Have students draw one line under the adverb in the following sentence. Then have them write the sentence two or more times, placing the adverb in a different position each time.
   a. Slowly she opened the box.
   b. _____
   c. _____
3. Have students write the comparative and superlative forms for the following adverbs. (Note: Caution should be taken to ensure that students have mastered comparison of adjectives before undertaking comparisons of

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	ADVERBS Objective No. 6.5.9 (Continued) adverbs. Adverbs have a great tendency to appear not to fit the rules at times!) Positive — Comparative — Superlative a. slow — slower, more slowly — slowest, most slowly b. quick — more quickly — most quickly c. sweetly — more sweetly — most sweetly 4. Have students draw a line under the correct form of the adverb. a. I can read (faster, fastest) this year than I could read last year. b. Of all the stories, I like this one (better, best). c. In this story the characters are (more clearly, most clearly) described than in that story. d. Aren't you working (later, latest) today than you did yesterday?	
x-4.092	USAGE OF PREPOSITIONS, CONJUNCTIONS, INTERJECTIONS Objective No. 6.5.10 The student identifies prepositions, conjunctions, and interjections in exercises. Sample Exercises/Suggested Activities: 1. Each of the following sentences is compound. Underline each simple sentence (independent clause, main clause) and circle each coordinating conjunction. a. Ella sent me a book, (and) Ted sent me a football. b. The bank is closed today, (but) it will be open Monday. c. We must hurry, (or) we will be late. 2. In the following sentences circle each word that is a preposition. a. The umbrella (near) the door is mine. b. Put the box (on) the table. c. Jimmy's cousin works (at) the grocery store. d. She picked a bouquet (of) wild flowers. e. The ball rolled (underneath) the car.	

STRAND/STI.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	USAGE OF PREPOSITIONS, CONJUNCTIONS, INTERJECTIONS Objective No. 6.5.10 (Continued) 3. Underline words that are interjections in the following sentences. In the blank at the end of each sentence, write "1" if the interjection shows mild feeling, "2" if it shows strong feeling. a. Ouch! There's a thorn on that bush. 2 b. Well, I'll come if I can. 1 c. Hurrah! We won the game! 2 d. Oh, I am sorry if I frightened you. 1	
x-4.092	PARTS OF SPEECH (FORM CLASSES) Objective No. 6.5.11 The student identifies nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. Sample Exercises/Suggested Activities: 1. Ask students to write the names for the underlined parts of speech. a. Three strangers rode into town. (verb) b. The box had a string around it. (noun) c. The fat lady sat on my finger. (adjective) d. We ate dinner early. (adverb) e. We want you and Jane to play with us. (conjunction) f. A bug crawled into the hole. (preposition) g. He is my brother. (pronoun) h. Ouch! That hurt. (interjection) 2. Ask students to write the name of the part of speech for the underlined word. a. Jack like the play. (noun) b. Will you play with me? (verb) 3. Ask the students to write original sentences using the following words as the part of speech specified. a. bus, play (noun) b. talk, play (verb) c. pretty, round (adjective) d. quickly, very (adverb) e. of, between (preposition) f. and, or (conjunction) g. she, anyone (pronoun) h. wow, oh (interjection) 4. See also Written Communications Objectives, Vol. VI, page 346.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	PHRASES Objective No. 6.5.12 The student recognizes prepositional phrases and words modified by the phrases. Sample Exercises/Suggested Activities: 1. Underline the prepositional phrase in each sentence. Draw an arrow from the phrase to the word it modifies. a. The man at the store was very nice. b. Several of the students were late. c. Billy Campbell won first prize for our team. d. We found the paper in the trash can. e. Put your answer in the blank. f. The plane flew over the mountains. g. Sandra's father bought a house near the park. Note: The adverbial phrases in sentences c and d above can modify differently than shown. The speaker's (or writer's) intent determines whether the phrase modifies one element of the sentence or another.	
x-4.093	CLAUSES Objective No. 6.5.13 The student identifies complex sentences and classifies clauses as dependent or independent. Sample Exercises/Suggested Activities: Note: Do not attempt to teach this objective until students have mastered recognition of compound sentences and coordinating conjunctions. 1. Coordinating conjunctions are used in forming compound sentences. Subordinating conjunctions are used in joining complex sentences. Identify the following conjunctions as coordinating or subordinating. a. and coor. b. while sub. c. if sub. d. before sub. e. or coor. f. as sub. g. because sub. h. but coor.	

STRAND/STL	COURSE OBJECTIVES	RESOURCES
Language x-4.093	CLAUSES Objective No. 6.5.13 (Continued) 2. Put a check after each sentence that is complex. a. You will freeze if you wear that jacket. X b. You should brush your teeth before you go to bed. X c. Mark washed the car, and I raked the leaves. ___ d. I tripped on the carpeting as I started up the stairs. X e. These olives are bitter, but I like them. ___ f. We should tell Ann our secret, or she may feel hurt. ___ 3. Each sentence below is a complex sentence. Draw one line under the dependent clause and two lines under the independent clause. a. I enjoy circuses because I love animals. b. When I see the elephants, my heart beats fast. c. The clowns perform while the elephants are entering the ring. d. I watched the lion tamer as he gave order to the lions. e. When he cracked his whip, one of the lions jumped through a flaming hoop.	
Language x-4.093	SENTENCE ELEMENTS Objective No. 6.5.14 The student correctly identifies the following sentence elements: Subject, Predicate Verb, Direct Object, Indirect Object, Predicate Nominative (or predicate noun or pronoun), and Predicate Adjective. Sample Exercises/Suggested Activities: 1. Add a predicate verb to each of the following subjects: a. Airplanes _____ b. Dogs _____ c. Cheerleaders _____ d. Soldiers _____ 2. Draw one line under the subject and two lines under the predicate verb. a. Tom wrote the story. b. A tall witch came on the stage. c. At night our dog became restless. d. Football and baseball are good American sports. e. Bring the book to me. ("you" is understood subject) f. Ann baked a cake and carried it to school.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	SENTENCE ELEMENTS Objective No. 6.5.14 (Continued) 3. In the blank at the end of each sentence, write the word that is the direct object. a. Joe hit the ball. (ball) b. Columbus brought orange seeds to America. (seeds) c. Have you seen Sandra recently? (Sandra) 4. Circle each indirect object in the following sentences: a. Mom sent (me) a card from Florida. b. Ruth taught (Jean) and (me) a new dance. 5. Identify the predicate nominative (predicate noun or predicate pronoun) in each of the following sentences by writing "PN" abot the word that is the predicate nominative: a. Mother is an expert gardner. PN b. Dudley has been our team's fullback for two years. PN c. The fastest runners are he PN and Tom. PN 6. Identify the predicate adjective in each of the following sentences by writing "PA" above the word that is the predicate objective: a. His manners were very crude. PA b. This cake tastes delicious. PA c. The tea roses smell fresh PA and fragrant. PA d. The dog looks friendly. PA	
Language x-4.093	SUBJECT-VERB AGREEMENT Objective No. 6.5.15 The student corrects errors of agreement in number between subject and the predicate verb in sentences. Sample Exercises/Suggested Activities: 1. Ask students to write the numbers 1-10 on a sheet of paper. The subjects and verbs that follow are in agreement. If an item is singular, write S after the number. If it is plural write P. a. men work P b. wind howls S c. owls hoot P d. we practice P e. days pass P f. monkeys chatter P g. Paul writes S h. it seems S i. snakes hiss P j. glasses break P	51

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	SUBJECT-VERB AGREEMENT Objective No. 6.5.15 The student corrects errors of agreement in number between subject and the predicate verb in sentences. Sample Exercises/Suggested Activities: 1. Ask students to write the number 1-10 on a sheet of paper. The subjects and verbs that follow are in agreement. If an item is singular, write S after the number. If it is plural write P. a. men work P b. wind howls S c. owls hoot P d. we practice P e. days pass P f. monkeys chatter P g. Paul writes S h. it seems S i. snakes hiss P j. glasses break P 2. Underline the one verb which agrees with the subject in each sentence below. a. Cherry trees (line, lines) the Potomac. b. Many colleges (has, have) computers. c. Lightning sometimes (causes, cause) fires. d. Careless people (is, are) often at fault. e. The owl's eyes (makes, make) him look wise.	
x-4.094	MASS MEDIA Objective No. 6.5.16 The student identifies purposes, forms, and persuasive techniques of Mass Media. Sample Exercises/Suggested Activities: 1. Ask the student to write the letter for each propaganda technique next to its definition. a. Advertisement by name-calling b. Advertisement by well-known persons c. Advertisement by making slogans d. Advertisement by loaded words e. Advertisement by bandwagon technique--"join the crowd" f. Advertisement by promising good feelings or results	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	MASS MEDIA Objective No. 6.5.16 (Continued) _____ A simple, catchy, easy-to-remember statement. _____ Suggests that everyone uses the product. _____ Has a celebrity tell why he or she uses the product. _____ Shows some good results of using the product. _____ Uses words that are filled with emotional meaning. 2. Ask students to rewrite sentences using neutral words in place of smear words. a. The grouchy old woman never smiled. b. The fat man split the seams of his shabby jacket. c. The clumsy oaf stumbled across the stage. d. A hippie word monger made a speech. 3. Have students identify the various forms of mass media (newspapers, magazines, radio, television, movies, recordings) and have them state in their own words how the forms differ from each other. Use the statements of differences made by the students to help students understand some of the purposes of each media form. 4. Have students take differing assignments, gather news, write editorials and features, and compose appropriate ads for a class newspaper. The "finished product" can be either a hand-drawn version on large blank sheets of newsprint or a type-written version reproduced on a spirit duplicator. 5. Have selected students perform a skit of a favorite television commercial. Afterward, help students understand what type of "persuasive technique" the commercial illustrates.	
x-4.094	SEMANTICS: DENOTATION AND CONNOTATION Objective No. 6.5.17 The student distinguishes between denotative and connotative meanings of words. Sample Exercises/Suggested Activities: 1. Discuss as a group the emotions that certain words can arouse the pictures they bring to mind--such words as mob, miserly, sloppy, goody-goody. Then introduce the same list with a set of synonyms. Try to elicit from the group that the word pairs, though each member of	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	SEMANTICS: DENOTATION AND CONNOTATION Objective No. 6.5.17 (Continued) a pair has the same or similar meaning, actually bring different pictures to mind. a. mob - group b. miserly - thrifty c. sloppy - casual d. goody-goody - obedient 2. Discuss the fact that in many cases the same word may have different connotations to different people. Reactions of two people, one liking chocolate and one not, would be entirely different if they were both served devils food cake. Reactions also differ as far as experience in life--reaction of one who has lived through a bad flood versus reaction of one who hasn't had that experience, for instance. Reactions to the word food would differ if some were hungry, some on a diet, some actually ill. 3. Discuss with students the meanings of the words literal and factual. When they understand these two words, point out that the meanings listed for words in a dictionary are usually literal and factual and thus are considered to be denotative meanings. Explain that all words have denotative meanings and most also have connotative meanings and that it is important to know which meaning is given greater emphasis when a word is being used.	
x-4.094	SEMANTICS: SPECIALIZED WORDS Objective No. 6.5.18 The student recognizes words commonly associated with specific trades, businesses, professions, activities, etc. Sample Exercises/Suggested Activities: 1. As a teacher, list several words on the chalkboard associated with the educational profession such as textbook, lesson, principal, diploma, report card. Then ask each student to write a list of words associated with the trade or profession of his parents. (Note: Be prepared to help students with spelling.) Take up the lists and select two or three good lists to read aloud to the class. (Note: Be sure to get students' permissions before reading lists aloud.)	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	SEMANTICS: SPECIALIZED WORDS Objective No. 6.5.18 (Continued) 2. Give students a list of words associated with several trades, professions, or activities and appropriate headings for each trade, profession, or activity. Have students re-list each word under its appropriate heading. Example: Doctor / Carpenter / Mechanic / Beautician prescription / hammer / muffler / hair spray suture / saw / brakes / dryer bandage / nails / carburetor / brush medicine / lumber / spark plugs / shampoo 3. Have students pronounce, spell, and define the meanings of selected words associated with particular trades, professions, or activities. Then have students write sentences in which they use these selected words correctly.	
x-4.095	ORIGINS AND HISTORY OF THE ENGLISH LANGUAGE Objective No. 6.5.19 The student recalls information about the history of the English language, regional dialects, and other linguistic data studied. Sample Exercises/Suggested Activities: 1. Many thousands of words in our English language came from Latin. From the following list of Latin words, write an English word that comes from each Latin word. a. comfortare - c. musica - b. historia - d. familia - 2. Circle the pronunciation that is most like the one you use for each term below. (Write yours if it doesn't appear.) a. Wash - warsh, wawsh, wawash, wahsh, woish b. Tomato - tomayto, tomahto, tuhmayta, tumayda c. Potato - potayto, potahto, padayda, potayta d. About - abowt, aboat, aboot e. Roof - rooof, ruhf f. Car - kah, kar, kyar, kohur, kair g. Deaf - deef, def, dayef, dafe	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.095	ORIGINS AND HISTORY OF THE ENGLISH LANGUAGE Objective No. 6.5.19 (Continued)	

3. Circle the term that you use for each of the following terms. If yours doesn't appear, write it in.
   a. Heavy Rain - chunk floater, dam buster, gully washer, frog strangler, down pour, soaker, drencher, cloudburst
   b. To Be Absent From School - lay out, lie out, play hookey, cut school, bag school, blow school, flake school, skip school, cool school, forget school, play truant, ditch, flick, absent
   c. Place Where Lunch Is Eaten At School - cafeteria, caff, cafetorium, auditorium, lunchroom, dining hall
   d. Someone From The Country - backwoodsman, clodhopper, country jake, country bumpkin, hayseed, hick, hillbilly, jackpine savage, swamp angle, mossback, pumpkin-husker, cracker, redneck, rube, stump-farmer, sodbuster, yokel, yahoo

4. Check the boxes that best show how you feel about each statement below.

	Correct	Incorrect
a. I ain't goin'.	☐	☐
b. Her and me are going out.	☐	☐
c. He wild.	☐	☐
d. He has clum high up the ladder.	☐	☐
e. Take offen your coat.	☐	☐
f. We don't have no time.	☐	☐
g. I'm a-workin'.	☐	☐
h. She don't feel good.	☐	☐
i. Everyone open their books.	☐	☐
j. He walked quick and fast.	☐	☐

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.096	DIALECTS AND LEVELS OF LANGUAGE Objective No. 6.5.20 The student correctly distinguishes social dialects and functional levels of language. Sample Exercises/Suggested Activities 1. Have students write Substandard, Informal, or Formal to show the style of English used in following sentences. a. Yesterday several young ladies and young men attended a luncheon party for Miss Joan Swanski at her home. The occasion was the celebration of her twelfth birth anniversary. (Formal) b. I ain't never been so busy as I been this week. Them tests we had kep' me goin'. (Substandard) c. You're a gem. I'll never forget the way you helped me with all this work. (Informal) d. John snuck in easy-like. (Substandard) e. I was so scairt I about clumb the wall. (Substandard) f. I can't go with you today, but I'll go tomorrow. (Informal) g. One could learn to speak French fluently if one lived in France for a few years. (Formal)	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.097	LEXICOGRAPHY Objective No. 6.5.21 The student identifies features and uses of dictionaries and other reference materials. Sample Exercises/Suggested Activities: 1. Underline the words below which will be found on the dictionary page with the guide words scale and scarlet. scale saint scaffold skein scent seal scarlet scarce 2. Find the following information about an entry word in a dictionary: a. pronunciation b. parts of speech c. plural form d. meaning(s) e. number of syllables 3. In what kind of reference books would you find the following? a. map of Germany Atlas b. Where was Stephen Foster born? Encyclopedia c. Who said, "Give me liberty or give me death"? Book of famous quotations d. Who is the Prime Minister of Great Britain? Word Almanac	

GRADE 7

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Nonverbal Communication x-4.070	INTERPRETING NONVERBAL LANGUAGE Objective No. 7.1.1 Given nonverbal messages, the student interprets the meaning of each message. Sample Exercises/Suggested Activities: 1. Have students demonstrate and/or explain the messages associated with the following: a. Referees' signals in the sports of football, basketball, and baseball. b. Traffic signals (including shapes of signs) 2. Have students identify the social message usually expressed by each of the following: a. a wave of the hand b. a male wearing a hat reaches up and lifts the hat just slightly c. as two persons meet, they slap the palms of each others' hands d. after a stage performance, the people in the audience clap their hands 3. Prepare small "situation" signs. After coaching selected students about various situations to be depicted, have these students demonstrate the following nonverbal messages to the class. Ask class members to interpret each message. Display the signs indicated below simultaneously with the occurrence of the activities: a. The student is seated in a chair. Both his hands are holding his jaw. He has a pained expression on his face. The teacher holds up a sign reading "Dentist's Office." b. The student is slouched down in a desk. He is holding a book in a rather careless manner. His head is half-nodding as though he were about to go to sleep. The teacher holds up a sign reading "Classroom." c. Have two students take positions representing "pitcher" and "batter" in baseball practice. Have them go through two or three pitches and swings. Then have the "batter" obviously connect on the next one. The two "players" watch the flight of the ball with a sense of apprehension. The hit "ball" obviously smashes into something (a neighbor's glass window), and the two players react accordingly. The teacher holds up a sign reading "Batting Practice." Note: Be prepared to accept differing interpretations, but insist that students fully justify each interpretation.	63

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Nonverbal Communication x-4.070	INTERPRETING NONVERBAL LANGUAGE Objective No. 7.1.1 (Continued) 4. Have two students demonstrate the sending and receiving of messages using both body-action language (gestures, facial expression, body postures, etc.) and oral sounds that are not true language ("ooh," "uh," "eeah," "ah," etc.). To increase the communicative qualities of the vocal sounds, have students vary tone, rate, pitch, and duration of the sound. One student should attempt to express a message, and the other student should respond nonverbally to indicate understanding of the message. Some ideas that might be communicated via the above techniques are listed below: exasperation — delight approval — curiosity disgust — suspense exuberance — interrogation resignation — fright	
Nonverbal Communication x-4.071	BODY-ACTION LANGUAGE Objective No. 7.1.2 The student uses body-action language (facial expressions, body positions, body movements and timing) to send messages that are perceived and understood by another person. Sample Exercises/Suggested Activities: 1. Charades: a. Divide the class into two groups, one group on each side of the room. Identify each group as Group I or Group II. b. Have each student write on a slip of paper the name of a book, song, movie, or play which is generally familiar to all. After the title, the student should indicate in parentheses which type of work (book, song, etc.) the title represents. c. Collect the slips from Group I and place them on a table. Mark these slips "II", as Group II must act out the titles listed by Group I. Reverse the procedure for the slips from Group II. d. Have students alternate between the groups in coming forward, taking a slip of paper, studying the titles and acting them out for members of the student's group to guess. The "actor" may speak no words ~~but tries~~ to convey the title through body-action language.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Nonverbal Communication x-4.071	BODY-ACTION LANGUAGE Objective No. 7.1.2 (Continued)	

only. The members of the "actor's" group speak out at random as they think they have guessed the title or parts of it. The other group must remain silent or be penalized by the loss of points--one point lost for each outburst.

e. A maximum of two minutes for each title to be enacted is allowed. The object, of course, is to see how quickly the "actor" can get his group to guess the title he is enacting. Select someone to keep time, recording the exact minutes and seconds required to guess each title. A point system such as the following may be used: 30 seconds or less - 5 points; 1 minute or less - 3 points; 1½ minutes or less - 2 points; 2 minutes or less - 1 point.

2. Readiness for Charades: Since the "actor" cannot speak in "Charades" as outlined in Item 1, there are several basic charade symbols which he may use. All students should become familiar with these before playing the game.

a. Pantomime: Each student is given a slip of paper on which a particular action is written. Without speaking, the student acts out convincingly the particular action. A few suggested topics are listed below:

Making a bed
Pitching a tent
Shopping in the grocery store
Working in the front office at school
Answering the telephone
Watching a tennis match (basketball game)
Eating a lemon

b. Mood expressions: Each student is given a particular mood to express without using sound. Some suggested moods are listed below:

Depression	Sadness
Happiness	Fright
Astonishment	Shyness
Hatred	Worry

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Nonverbal Communication x-4.072	INTERPRETATION OF INANIMATE OBJECTS Objective No. 7.1.3 The student recognizes the messages communicated by such non-verbal stimuli as personal appearances, possession, structural designs and environments. Sample Exercises/Suggested Activities: 1. Appearances: a. Show pictures of various hats which reveal something very distinctive about the wearer--a fireman's hat, cowboy hat, policeman's cap, a lady's bonnet, a baby's cap, etc. Ask student to identify each hat and tell something likely to be true about the wearer. Then have students discuss possible symbolic meanings to be derived from each hat. Example: The fireman's hat might symbolize strength, courage, and a willingness to help others. The baby's cap might symbolize fragility, helplessness, softness, warmth, and comfort. b. Colors: Show students certain color combinations and ask them to associate the combinations with certain holidays, seasons, and traditions. Examples: (1) Red, white, and blue - American flag; July 4, 1776; Memorial Day (2) Orange and black - Halloween (3) Red and white - Valentine's Day (4) Red and green - Christmas (5) Orange, brown, and rust - fall 2. Possessions: Have students infer messages from the following pairs of possessions; e.g., what different assumptions might be made about persons owning these possessions? a. a Cadillac and a Datsun b. a tuxedo and blue jeans c. a clothbound copy of Shakespeare and a comic book d. a baby grand piano and a ukelele e. a riding lawn mower and a push-type lawn mower Note: While socioeconomic status is one possible inference to be made from the above pairs of possessions, other important assumptions (nonverbal messages) are also possible. For instance, the person who owns a push-type	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Nonverbal Communication x-4.072	INTERPRETATION OF INANIMATE OBJECTS Objective No. 7.1.3 (Continued) lawnmower may prefer this type to a motor driven type because of the physical exercise he can get by using the push-type mower; the person who owns a tuxedo may also own blue jeans, but the wearing of either indicates a difference in social activities. 3. Structural designs: Have students view pictures of various structures and identify each on the basis of its architectural features, e.g., school, church, hospital, bridge, tower, courthouse. Then have students discuss possible symbolic messages found in each structure. For instance, a church steeple points "heavenward." 4. Environments: Tell students that authors use environments in stories to help establish a mood. Have students try to identify possible moods an author might be trying to express by describing the following environments in a story: (a) a swamp or marshy area (b) a room with deep-cushioned furniture and a fire burning in a large fireplace (c) an attic filled with dust-covered boxes, poor light, and cobwebs hanging from the rafters (d) a grass-covered hillside on a sunny day with soft breezes blowing (e) heavy, fierce breakers crashing on the beach on a windy, stormy day	
x-4.072	SPACE AND TIME AS NONVERBAL STIMULI Objective No. 7.1.4 The student recognizes the significance of spatial and time factors in non-verbal communication. Sample Exercises/Suggested Activities: 1. Have one student communicate some personal matter to a friend a. by whispering in his friend's ear, b. by speaking to his friend at arm's length, c. by speaking to his friend from across a room. Repeat the above process to communicate an impersonal message. Then have	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Nonverbal Communication x-4.072	SPACE AND TIME AS NONVERBAL STIMULI Objective No. 7.1.4 (Continued) students explain what changes in the quality and meaning of the messages seemed to occur as a result of the different distances involved in the communications. For example, in 1 (c) above, did the message-sender appear a little embarrassed at trying to communicate a personal message across the room? Did the receiver of 1(c) above appear a bit self-conscious? If the answer to both questions is "yes," does this situation suggest that the more personal a message, the more likely it will be given over the shortest possible distance? Draw further reasoning from students as to why this is true. 2. Show a picture of two people sitting about five feet a part. Show a second picture of the same subjects, but with a third person seated very close to one of the original two people in the first picture. Have students write a short paragraph explaing the significance of the change in the second picture. After students have finished writing, read some of their paragraphs aloud (with their permission, of course) and discuss them with the class. In the discussion, point out that the space factor probably helped students form their ideas about the second picture. 3. Have students form two groups of six persons each. Direct the first group to sit in a circle very close to one another. Have the second group sit in a larger circle with chairs about 3 feet apart. Assign Group I to discuss a given impersonal topic. Assign Group II to discuss a given personal topic. After a specified time period for the discussions, have both groups form one large circle and discuss how they felt about the topic they were assigned and the spatial conditions under which they discussed it. The following questions may be helpful: a. Did members of Group I (close distance—impersonal topic) change their positions or want to do so? If so, why? b. Did members of Group II (far distance--personal topic) change their positions or want to do so? If so, why? Note: Any other appropriate activities for helping students understand the roll of space in communication situations may be substituted or used as supplements for the foregoing suggestions. 4. Select a poem that lends itself to being read interpretively with several pauses. Alert students to listen for pauses. Then read it aloud twice, the first time with accentuated pauses. Ask students to discuss the difference between the two readings. (Discussion should bring out the	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Nonverbal Communication x-4.072	SPACE AND TIME AS NONVERBAL STIMULI Objective No. 7.1.4 (Continued) fact that the timing device of the oral pause contributes to the meaning of a poem read orally.) 5. Have students identify several common nonverbal signals or devices which convey messages about time, e.g., the caution light of a traffic signal, the alarm bell on a clock, the spark plug sequence on an automobile engine, etc.	
x-4.072	VALUE CONCEPTS OF NONVERBAL COMMUNICATION Objective No. 7.1.5 The student demonstrates awareness of the fact that he is responsible for reactions and responses of others to his nonverbal communications. Sample Exercises/Suggested Activities: Note: The concept of responsible communication in the use of nonverbal language is one of the most important concepts associated with nonverbal language. Ironically, it is a concept that is most frequently overlooked by students and teachers alike. The concept should be explained and discussed thoroughly to assure understanding by all students. The following nonverbal communication situations may be useful in explaining and discussing the concept: 1. If a girl makes a flirtatious wink back at a boy who has winked at her, she should not be offended if the boy attempts to talk to her later about a date. 2. In same situation (Item 1), if the girl does not return the boy's wink, the boy should suspect that the girl does not wish to become "friendlier" with the boy. 3. If one boy slaps another boy on the back in a "friendly" manner, the first boy should not be surprised if the second boy takes offense and "hits back" in a manner not so friendly. 4. Ask students to consider the following nonverbal communication situations, what messages they usually convey, and the matter of who has what responsibility in connection with the situations: a. yawning during a discussion or lecture b. messages conveyed by certain postures--slouching, head on desk, facing away from a speaker, etc.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Nonverbal Communication x-4.072	VALUE CONCEPTS OF NONVERBAL COMMUNICATION Objective No. 7.1.5 (Continued) c. looking down or off instead of directly at the speaker in a one-to-one conversation held at close range d. laughing at something unknown when directing a statement to another person	
Oral Communication	LISTENING: DISCRIMINATION Objective No. 7.2.1 The student responds appropriately to oral communication as evidence of having listened discriminately. Sample Exercises/Suggested Activities: Definition: "To listen discriminately" refers to the ability "to pick out" certain sounds or oral messages from a mixture of sounds or messages. The "picked out" sounds or messages represent some kind of meaning to the listener which enables the listener to separate these sounds or messages from the mixture of sounds or messages. For instance, a trained musician can listen to several single notes played in sequence on a piano and "pick out" which note is Middle C. 1. Read a prose passage of 250-300 words to students. Ask students to follow the sequence of the alphabet and listen for a word of three or more letters beginning with the letter A, write it down; then listen for a word of three or more letters beginning with the letter B, write it down; next listen for a word of three or more letters beginning with the letter C, write it down; and so on. After conclusion of the reading, review with the class which words students wrote to determine how well they listened discriminatingly. Note: Be sure the passage read to the class provides an eight-to-twelve letter sequence. 2. Explain to students that most newspaper stories tell who, what, when, where, and why about the story, and these "5 W's" usually occur early in the story. Read a news story to the class and point out each of the "5 W's" in it. Then read another news story and have students listen for and list on paper each of the "5 W's" for the second news story.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.073	LISTENING: DISCRIMINATION Objective No. 7.2.1 (Continued) 3. Have a person with a good speaking voice make and record a short persuasive speech in which at least three or four statements, phrases, or terms are heavily stressed. Have students listen to the recording and identify the points heavily emphasized by the speaker. 4. Have a student prepare and present orally a short explanation consisting of several parts of how something familiar to most students is done (e.g., good study habits, procedures for fire drill, etc.). In making the explanation, however, one false item is included, but in a manner that does not attract attention to the item. Without telling the class in advance of this strategy, have students listen to the presentation then ask them if they heard anything unusual in the presentation. (The principle underlying this activity is that a discriminating listening uses prior knowledge to qualify what he hears.)	
x-4.074	LISTENING: COMPREHENSION Objective No. 7.2.2 The student employs appropriate listening techniques as evidence of understanding his role as a listener (e.g., listening for details, listening for cause-and-effect relationships, listening for conclusion, etc.). Sample Exercises/Suggested Activities: Note: For all practical purposes, this objective is an extension of the preceding objective, listening discriminately. The skill to be mastered in this objective, however, is more complex in that the learner is expected to hear and retain for later use (learning through listening) certain items of information which he must derive from what he hears rather than having them stated to him orally. E.g., in reading a short story aloud to students, the teacher does not stop and say, "Now, the next sentence I read will be the main idea." Instead, the teacher reads the short story aloud and asks the students to state--in their own words, of course--the main idea. Assuming that students have had previous instruction about main ideas and assuming they have listened with the intention of deriving the main idea, the students will have demonstrated the technique of listening for the main idea if they	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.074	LISTENING: COMPREHENSION Objective No. 7.2.2 (Continued) can state the main idea with reasonable accuracy. 1. Following directions: Have students follow oral directions given to them by the teachers (e.g., draw outline of classroom, put teacher's desk in upper right corner, put two chalkboards on opposite sides, draw in three windows, etc.). 2. Listening for main idea: Read aloud a short story found in students' textbook. Ask students to state the main idea of the story after they have heard it read. 3. Listening for sequence: Play a recording of a narrative poem or a song that tells a story. Afterward, have students relate the sequence of events described in the song or poem. 4. Listening for cause-and-effect relationships: Select two or three short passages from a story, news article, or a novel students may happen to be reading which depict cause-and-effect relationships. Read these passages aloud and have students identify the particular cause-and-effect relationships found in each passage. Note: A number of oral exercises similar to the above examples lend themselves to the application of several listening techniques, but students will probably respond better if no more than two techniques are studied from the same exercise.	
x-4.074	LISTENING: COMPREHENSION Objective No. 7.2.3 The student gives evidence of having comprehended an oral communication by quoting or paraphrasing, identifying main points, recalling sequence, and recognizing and recalling details. Sample Exercises/Suggested Activities: Note: This objective combines the skills of the two previous objectives--listening discriminately and utilizing specific listening techniques. Achievement of this objective requires the student to perform all or most of the list of activities stated in the objective, e.g., identifying the main points only will not satisfy this objective; the student must also quote or paraphrase, recall sequence, and recall details in order to demonstrate satisfactory	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.074	LISTENING: COMPREHENSION Objective No. 7.2.3 (Continued) achievement of this objective. 1. Have students listen to a recording of a short speech. As students are listening to the speech, have them take notes which include: a. main points in their order of presentation, b. supporting details or illustrations, c. conclusion. 2. Have one student tell a personal anecdote to the class. Ask other students to re-tell the anecdote in their own words, keeping the main idea, important details, and sequence of events unchanged. 3. Read aloud a short poem in which several actions occur. Have students (a) state what the poem is about, (b) list the different actions in their order of occurrence, and (c) describe the mood or feeling conveyed by the poem. 4. Read a short fable aloud. Afterward, hand out to students a previously prepared quiz on the fable which contains the following kinds of multiple-choice questions: a. identification of events that are out of sequence; b. identification of details or statements of characters which did not occur in the fable; c. identification of correct statement paraphrasing the "lesson" or "moral" of the fable.	
Oral Communication x-4.075	LISTENING: ANALYSIS Objective No. 7.2.4 The student draws analytical conclusions from an oral communication by distinguishing statements of fact from those of opinion or value, recognizing a variety of appeals used in advertising, identifying irrelevant statements, and recognizing the relationship between attitude and point of view. Sample Exercises/Suggested Activities: 1. Place "F" in the blank for each of the following statements that is a fact, "O" for each statement that is an opinion.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.075	LISTENING: ANALYSIS Objective No. 7.2.4 (Continued)	

a. _____ The United States Surgeon General has determined that cigarette smoking is dangerous to your health.
b. _____ Our nation has built enough super-highways.
c. _____ Roses are much prettier flowers than tulips.
d. _____ The astronauts brought rock samples back from the moon.

Note: After the above or similar readiness activity, read aloud additional fact and opinion/value statements and have students classify them orally.

2. The column on the left contains the names of several types of advertising techniques. In the blank beside each of the advertisements in the right-hand column, write the letter from beside the item in the left-hand column that best identifies the technique being used in the advertisement.

A. Bargain Price	___ Why buy a Rabbit when you could own a Cougar? (Cars)
B. Word Magic	___ Latest tests prove that Crunchies stay fresh 20% longer.
C. Facts and Figures	___ Prices on all merchandise have been cut 20-40%.

Note: After the above or similar readiness activity, state orally or read aloud other advertisements or appeals and have students respond by orally identifying the techniques being employed.

3. Read aloud the following description of a situation:
Two persons are engaged in a conversation with each other.
They are discussing the actions of a third person not present.
As we listen to both speakers, from the first person we hear such words as: progressive, organized, thoughtful, good, important, creative, and intelligent. From the second speaker we hear such words as: stupid, mean, backward, careless, unnecessary, useless, and unfair.
Have students describe the attitudes of each of the speakers on the basis of the kinds of words each speaker has used.

4. Read a prepared statement in a very serious manner. Include in the content of the statement one or more details that are irrelevant, but attempt to avoid "giving them away" through your reading. Ask students to identify orally or in writing the irrelevant details.

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.076	SPEAKING: CONVERSATION AND DISCUSSION Objective No. 7.2.5 The student effectively communicates orally when placed in a situation that requires his participation. Sample Exercises/Suggested Activities: 1. Ask students to introduce themselves at the first of the school year. Activity: Arrange chairs in a circle so that students may see each other. Have the first person tell the group his name, (or he may go to the board and write his name) and describe himself by telling his hobbies, interests, likes, dislikes, and so forth. After all students have introduced themselves, conduct a contest to see who can remember the most names. 2. Ask students to participate in interviews. Activity: Each student is interviewed by a "reporter." The reporter asks questions he thinks all members of the group would like to know. (The person being interviewed has the right not to answer any questions which make him uncomfortable). The process continued until all members of the class have been interviewed. 3. Ask students to organize an oral activity. Activity: Arrange chairs in a circle. Give the following oral directions: You are to find the average height (or weight) of the members of this class. The group must agree on the answer. Possible Outcome: Students should learn why they cannot all talk at once and that the contribution of every class member is important. 4. Ask students to discuss a topic. The group is given a question to discuss about which every student will know something from his own experience. The rules are: a. Every member must contribute. b. Members must contribute in random order. c. The group that has followed the rules in the shortest length of time is declared the winner. Examples: How do teen-agers spend their free time? What is the best program on T-V? In what ways could our school be improved?	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.077	SPEAKING: BASIC ORAL SKILLS Objective No. 7.2.6 The student organizes a speech utilizing the speech mechanics of introduction, body, and conclusion. Sample Exercises/Suggested Activities: 1. Give students several selections that contain the three speech elements (body, introduction, conclusion) and have each student label the particular elements. 2. Give students several selections in which one element (introduction, body, conclusion) is omitted and have students supply the missing element. 3. Give students a jumbled speech outline and have the students arrange the outline in its proper order. 4. Give the students a topic (Going Fishing, Making the Bed, Taking a Picture, Making Cookies, Washing a Car or Washing the Dishes) and have them prepare an outline for a speech which contains an introduction, body, and conclusion.	
x-4.077	SPEAKING: BASIC ORAL SKILLS Objective No. 7.2.7 The student demonstrates his ability to prepare an oral presentation by effective use of such resources as libraries, community resources, documents and other appropriate sources. Sample Exercises/Suggested Activities: 1. From a list of possible topics, have students select one topic and gather information from at least two sources, such as one magazine and one encyclopedia, to use in a short speech about the topic. In the speech or on cards to be turned in to the teacher, the sources used by the student should be appropriately cited according to a mode prescribed by the teacher. 2. Have students interview relatives, next door neighbors, or other community members about a common topic of continuing interest in the community (e.g., environmental concerns, crime, energy conservation, health, community recreation, public education, etc.) and make oral reports to the	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.077	SPEAKING: BASIC ORAL SKILLS Objective No. 7.2.7 (Continued) class on their findings. Note: In any oral communication activity, this objective can rarely stand alone. Evaluation of this objective, however, should be separate from other objectives with which it is joined.	
x-4.077	SPEAKING: BASIC ORAL SKILLS Objective No. 7.2.8 The student demonstrates his ability to make an oral presentation using appropriate speech techniques: voice projection; variation in pitch and in rate of speech; articulation; pronunciation; and correct posture--at performance levels appropriate for seventh-grade students. Samples Exercises/Suggested Activities: 1. Divide class into groups. Give each group a carefully constructed sentence. (These are sentences in which the meaning may be changed easily by variation in the stress of words.) Ask each group to demonstrate to the class each variation possible for their particular sentence. a. Billy, why did you hit that little girl? b. Mary, did you really eat that cake? c. That was a long journey. d. Yesterday, we won the game. 2. Ask the students to prepare a poem or prose selection for oral reading to the class. This exercise should be done after a complete discussion on all of the above-mentioned techniques. 3. Ask the students to prepare an oral reading of nonsense selections (e.g., "Jabberwocky") using the above mentioned techniques to portray a mood for the class to identify. Example: A student reads a passage in a slow, solemn tone to portray sadness. 4. To assist students to improve their skills in pronunciation, enunciation, and articulation, have them recite "tongue-twisters" at different rates of speed. Examples: "Peter Piper picked a peck of pickled peppers"; "Sally sells seashells down by the seashore."	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.077	SPEAKING: BASIC ORAL SKILLS Objective No. 7.2.8 (Continued) 5. Dramatize various postures a speaker might use and have students analyze the effect these postures might have on the speaker's audience. Help students to deduce what posture habits are probably the most desirable for most formal speaking occasions.	
Oral Communication x-4.076	SPEAKING: FORMAL ORAL PRESENTATION ANALYSIS Objective No. 7.2.9 Given sample speeches, the students identifies the speeches as being informative, persuasive, or entertaining. Sample Exercises/Suggested Activities: 1. Readiness Activity: Provide instruction which defines and explains the distinguishing characteristics of speeches to inform, speeches to persuade, and speeches to entertain. Demonstrate each type of speech through having the students listen to either live or recorded examples of each type. 2. Give students one or more written samples (preferably short) of each type of speech (informative, persuasive, entertaining) and have them identify the type each sample represents. 3. Ask individual students to select a type of speech (informative, persuasive, entertaining), plan and give the speech before a small group or the entire class, and have members of the audience classify the speech as to type. NOTE: Criteria for INFORMATIVE SPEECH: 1. Stand up straight in a relaxed posture, look directly at your audience, and speak clearly and distinctly. 2. State you topic and describe the kind of information you wish to present about the topic. 3. Next, present in proper order the specific items of information you wish to present. 4. Close by re-stating your topic and summarizing the main facts you have presented about the topic. Criteria for PERSUASIVE SPEECH: 1. Same as #1 above. 2. State your topic and the position regarding it that you wish to	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.076	SPEAKING: FORMAL ORAL PRESENTATION ANALYSIS Objective No. 7.2.9 (Continued) convince your audience to take. 3. Next, present reasons why your audience should take this position. 4. Close by re-stating the position and urge your audience to support it by appropriate actions. <u>Criteria for ENTERTAINING SPEECH</u>: 1. Before making the speech, become aware of any special demands it makes on the presenter such as bodily posture, facial expressions, gestures, special attire, etc. Follow these requirements in making the presentation. 2. Put yourself into the mood of the speech material. Convey this mood in your presentation. 3. Present the content of the speech in the order demanded to achieve a humorous effect or to please your audience if the entertainment aspects are something other than humor. 4. Close your presentation at the point and in the manner your speech material requires for the best effect on your audience.	
Oral Communication x-4.076	SPEAKING: FORMAL ORAL PRESENTATION Objective No. 7.2.10 The student delivers a speech designed for a specific purpose and prepared according to given criteria. Sample Exercises/Suggested Activities: Note: Criteria for specific types of speeches (informative, persuasive, entertaining) should not be too technical nor too rigorously applied in evaluating successful performance of this objective by seventh-grade students. Natural imitation of models of specific types of speeches should be encouraged. (See criteria in objective 7.2.9.) 1. List specific purposes for speeches (informative, persuasive, entertaining) and under each purpose list several topics appropriate for the purpose. Have students select a topic under one purpose, prepare a short speech in accordance with given criteria, and deliver a 2-3 minute speech.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.076	SPEAKING: FORMAL ORAL PRESENTATION Objective No. 7.2.10 (Continued) Examples: INFORMATIVE 1. Zodiac Signs 2. Preparing For a Long Trip 3. A Short Biography of (sports hero/ heroine) PERSUASIVE 1. We Need _____ 2. Three Reasons for Getting An Education 3. Be A Friend to an Elderly Person ENTERTAINING 1. If I Had a Million Dollars 2. I Was a _____ for Twenty-four Hours (fly, ant, bluebird) 3. I Never Could Tell a Joke	
Oral Communications x-4.077	SPEAKING: ORAL INTERPRETATION Objective No. 7.2.11 From suggested types of literature, the student gives an oral interpretation of literature using the following elements to convey the meaning and tone of the literary work: 1. tone of voice 2. emphasizing and/or prolonging of key word 3. phrasing 4. variation of rhythm 5. variation of pitch and volume 6. variation in rate of speech and pauses 7. relevant body movements and/or gestures Sample Exercises/Suggested Activities: 1. Ask students to select a 1-3 minute narrative poem, read the poem through, and respond to its story, mood, and style; and, the, after rehearsing aloud several times (at least 5 or more times), present the poem orally to the class. 2. Ask students to select a short (3-4 minute) folk tale and analyze it to determine which techniques are appropriate for reading it aloud to the class. Have a student, utilizing the pre-determined techniques, read the folk tale aloud to the class.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communications x-4.077	SPEAKING: ORAL INTERPRETATION Objective No. 7.2.11 (Continued) 3. Ask students to select a short (1-3 minute) humorous piece (perhaps something from the Reader's Digest) and determine which techniques are appropriate for reading it aloud to the class. Have a student, utilizing the pre-determined techniques, read the humorous piece aloud to the class. 4. Ask students to select a short (1-3 minute) poem that creates an emotion rather than tells a story. After proper preparation, have a student present the poem to the class. Note: With this exercise students must be able to use an expressive voice and a responsive body that will suggest the emotion, making the mood "come alive."	
Literature x-4.084	INTERPRETING FICTION Objective No. 7.3.1 Given selections from various types of fiction (short story, novel, myth, legend, fable, tall tale), the student recognizes and interprets these types. Sample Exercises/Suggested Activities: 1. Give students representative selections of the short story, novel, myth, legend and tall tale and ask students to identify each selection according to type. Have students respond to questions about each selection to determine the students' abilities to interpret the selections they have identified by type. 2. Examples of selections by type: a. Short story - "Thank You, M'am" by Langston Hughes, "Half a Gift" by Robert Zacks b. Novel - The Call of the Wild, Shane c. Myth - Icarus and Daedalus," "Pandora" d. Legend/tall tale - "Paul Bunyan: An American Hercules," "John Henry" e. Fable - "The Town Mouse and the Country Mouse," "The Fox and the Grapes"	
Literature x-4.084	INTERPRETING NONFICTION Objective No. 7.3.2 Given selections from various types of nonfiction (essay, article, editorial, biography, autobiography), the student identifies and interprets these selections.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	INTERPRETING NONFICTION Objective No. 7.3.2 (Continued) Sample Exercises/Suggested Activities: 1. Give students representative selections of various types of nonfiction (essay, article, editorial, biography, autobiography) and ask students to identify each selection according to type. Have students respond to questions about each selection to determine the students' abilities to interpret the selections they have read. 2. Examples of selections by type: a. Essay - "The Art of Seeing Things" by John Burroughs, "Animals Go to School" by Edwin W. Teale b. Article - newspaper and magazine articles c. Editorial - newspaper and magazine editorials d. Biography - "Helen Keller" by Van Wyck Brooks, "Langston Hughes" by Ben Richardson e. Autobiography - "Degrees of Visibility" by Malcolm X, "Frightened Town" by Burl Ives	
Literature x-4 082	SHORT STORY/NOVEL: POINT OF VIEW Objective No. 7.3.3 Given a short story or novel to read, the student identifies the point of view of the narrator. Sample Exercises/Suggested Activities: Note: Point of view is defined as (1) first person (a character in the story is supposed to be the author and refers to himself as "I"); (2) third person (the narrator of the story is not the author but may be a character in the story); (3) omniscient (the author takes an all-knowing point of view and can comment freely about all the events and characters in the story). 1. Have students identify the point of view used in the following paragraphs: a. Third Person John Smythe stood in the center of the floor with gleaming white appliances stretching back on both sides of him. He carefully laid out sales literature on the	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	SHORT STORY/NOVEL: POINT OF VIEW Objective No. 7.3.3 (Continued) top of the nearest washer to his left. He was turned with his back to the door looking at the literature, when the door opened suddenly. He jumped. The he smiled broadly. "Welcome to Henley's," he said. "I'm John Smythe. What can I do for you?" b. First Person I've been out of school for three years now, and it isn't easy. At first I couldn't resist going back to Blake in my new duds. 2. Have student identify the point of view used in the short stories read in class.	
x-4.082	SHORT STORY/NOVEL: SETTING AND MOOD Objective No. 7.3.4 Given a short story, the student identifies its setting and mood. Sample Exercises/Suggested Activities: 1. Have students read a number of short stories which have clearly defined setting and mood. After setting and mood are defined for students, they are assisted in identifying the setting and mood in each of the assigned stories. The students are then instructed to identify the setting and mood of a story which they have not previously discussed. Example: "The Fall of the House of Usher" by Edgar Allan Poe.	
x-4.082	SHORT STORY/NOVEL: CHARACTERIZATION Objective No. 7.3.5 Given descriptive passages, the student interprets descriptions that tell about a person's character, physical appearance, thoughts and feelings, speech, etc. Sample Exercises/Suggested Activities: Note: The following are methods of asking a student to demonstrate his understanding of the methods of characterization: 1. A basic approach:	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	SHORT STORY/NOVEL: CHARACTERIZATION Objective No. 7.3.5 (Continued)	

DIRECTIONS: Read the paragraph below. Underline the best description of Sam.

Sam owned the only service station in the city. He never smiled and he did not talk much. However, he was a steady worker and he knew a great deal about automobiles. He rarely joked around and when he was asked a question about a car, his answers were very straightforward.

Sam was:

1. fun loving
2. bad tempered
3. serious
4. shy

2. A higher level of questioning:
   What kind of person is John Oakhurst in "The Outcasts of Poker Flat" by Bret Harte? How does the author reveal his character?
3. The following selection will provide an example that may provide illustrations of a character's thoughts and feelings:

   Tears sprang to Nick's eyes. Without a word he picked up the scrubbing pail and mop. He blindly walked down the stairs. I put the comb in my pocket. I ran after him. He was crying. I felt so bad I began to cry, too. On the way down we met Father. Nick could not talk, so I explained. "Half a Gift," The New Open Highways (Scott, Foresman and Company, 1975)
4. The following selection will provide an example that may be used to illustrate a character's behavior:

   "The third day--it was Wednesday of the first week--Charles bounced a see-saw on the head of a little girl and made her bleed, and the teacher made him stay inside all during recess. Thursday Charles had to stand in a corner during story-time because he kept pounding his feet on the floor. Friday, Charles was deprived of blackboard privileges because he threw chalk." -"Charles," Responding, One (Ginn and Company, 1973)
5. The following selection will provide an example that may be used to illustrate a character's physical appearance:

   "Miss Hinch has bold blue eyes, they say here. She has a terrible long chin. They say she can change the color of her eyes by putting a few drops in them. But that chin! What can she do about that?"
   -"Miss Hinch," The New Open Highways (Scott, Foresman and Company, 1975).

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	SHORT STORY/NOVEL: CHARACTERIZATION Objective No. 7.3.5 (Continued) 6. The following selection will provide an example that may be sued to illustrate a characters' speech: "I wish to be left alone. Since you ask me what I wish, gentlemen, that is my answer. I don't make merry myself at Christmas, and I can't afford to make idle people merry. I help to support the prisons and the workhouses--they cost enough--and those who are badly off must go there." -"A Christmas Carol," Adventures for Readers, Book One (Harcourt, Brace and World, Inc., 1968).	
x-4.082	SHORT STORY/NOVEL: PLOT Objective No. 7.3.6 Given the elements of plot development, the student relates these elements to a given short story. Sample Exercises/Suggested Activities: 1. DIRECTIONS: Draw a line between each plot element and its definition. 1. Inciting incident — A. Point of highest interest 2. Conflict — B. Problems faced by the main character 3. Climax — C. The point where the main character is killed 4. Falling action — D. Opening event 5. Resolution — E. Action following the climax F. Conclusion of the plot G. The hero kills the villain 2. Suggested short stories: a. "The Blazing Star," Adventures for Readers, Book One (Harcourt, Brace and World, Inc., 1968). b. "The Gift of the Magi," Responding: One (Ginn and Company, 1973). c. "The Fast Sooner Hound," The New Open Highways (Scott, Foresman and Co., 1975).	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.085	SHORT STORY/NOVEL: ANALYSIS Objective No. 7.3.7 Given a literary selection, the student analyzes the literary techniques employed and supports this evaluation with passages from the selection. Sample Exercises/Suggested Activities: 1. The teacher defines, explains, and illustrates selected (appropriate for grade level) literary techniques (e.g., modes of character development; point of view; beginning the story in the middle of the action; use of techniques of flashback, foreshadowing, and relief; figurative language; theme or dominant idea; stylistic use of language; etc.) and themes reflected in literary selections (e.g., love, brotherhood, industry, prejudice, perserverance, courage, duty, loyalty, kindness, etc.). 2. The students read assigned selections to identify particular techniques and/or themes and to make judgmental statements as to whether these techniques and/or themes add to or detract from the quality of the selection. 3. These stories present different types of themes: a. "The Nightingale," Adventures for Readers, Book One (Harcourt, Brace and World, Inc., 1968). b. "All Summer in a Day," Responding: One (Ginn and Company, 1973). c. "Half a Gift," The New Open Highways (Scott, Foresman and Co., 1975).	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	SHORT STORY/NOVEL: FIGURATIVE LANGUAGE Objective No. 7.3.8 Given passages (from short stories or novels) containing similes, the student identifies the similes: Sample Exercises/Suggested Activities: DIRECTIONS: Look at the definition and example of a simile below. Underline all the similes in the sentences below. A simile compares two things by using <u>like</u> or <u>as</u>. For example, "The sunset was <u>as pretty as a picture</u>." a. John is <u>as slow as molasses</u> when it comes to doing his homework. b. He really is <u>as bright as a new penny</u>. c. On the other hand, Mary is <u>as smart as a fox</u> when it comes to boys. d. He's as warm <u>as a morning sun</u> when it comes to meeting people. e. His muscles are like <u>iron</u>.	
x-4.082	SHORT STORY/NOVEL: FIGURATIVE LANGUAGE Objective No. 7.3.9 Given passages containing metaphors found in short stories or novels, the student identifies the metaphors. Sample Exercises/Suggested Activities: DIRECTIONS: Look at the definition and example of a metaphor below. Underline all the metaphors in the sentences below. A metaphor is a word or phrase which compares unlike things to each other without using like or as. For example, "A cloud <u>is a pillow in the sky</u>." a. Her teeth are <u>pearls</u> compared to mine. b. John is a <u>snake in the grass</u> sometimes when it comes to friendships. c. He's <u>an elephant</u> walking around the apartment. d. We're <u>all clowns</u> at one time or another. e. She's <u>a doormat</u> for her friends.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	SHORT STORY/NOVEL: FIGURATIVE LANGUAGE Objective No. 7.3.10 Given passages containing personification, the student identifies the personification. Sample Exercises/Suggested Activities: DIRECTIONS: Look at the definition and example of personification below. Underline the examples of personification in the sentences below. Personification is a figure of speech wherein animals or inanimate objects are given human characteristics. For example, "The mountain reached for the sky." a. The stars winked at me as I watched the clouds in the moonlight. b. The leaves whispered that winter was coming. c. The snow wrapped itself around the entire cabin. d. The bear smiled at me when I gave him the peanut.	
x-4.082	SHORT STORY/NOVEL: FIGURATIVE LANGUAGE Objective No. 7.3.11 Given passages containing onomatopoeia, the student identifies the onomatopoeia. Sample Exercises/Suggested Activities: DIRECTIONS: Look at the definition and example of onomatopoeia below. Underline all of the onomatopoeia in the sentences below. Onomatopoeia is the effect produced by the use of a word which sounds like the noise or sound it is naming. For example, "A bee buzzes." a. The airplane zoomed past the houses. b. The fire crackled in the night. c. The jet roared as it took off from the airport. d. The bullet whizzed by Super Fly, missing him completely. e. The bacon sizzled in the pan.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	SHORT STORY/NOVEL: FIGURATIVE LANGUAGE Objective No. 7.3.12 Given selections containing figurative language, the student identifies the figurative language. Sample Exercises/Suggested Activities: DIRECTIONS: Read the following passage and underline the figures of speech. Write the name of the figure of speech above what you've underlined. metaphor onomatopoeia Driving that night was a nightmare. The gusting wind and buckets of of rain pouring on the windshield gave me the chilling feeling that I might personification never see home again. But as I kept going the windshield wipers comforted simile me. They were like a balm to my fears, and I was back in reality.	
Literature x-4.083	POETRY: ORAL READING Objective No. 7.3.13 Given selections of poetry to read orally, the student demonstrates skills in reading poetry according to punctuation rather than line by line. Sample Exercises/Suggested Activities: 1. Students listen to readings of poetry that demonstrate accurate interpretation and expression while looking at copies of the poetry. Students then practice reading the poetry aloud, observing the punctuation of the poem rather than the end of lines. 2. Sample poetry selections: a. "I Dream A World," Responding: One (Ginn and Company, 1973). b. "Boy At The Window," Adventures for Readers, Book One (Harcourt, Brace and World, Inc., 1968). c. "Chicago," Responding: One (Ginn and Company, 1973). d. "The Reason for the Pelican," Adventures for Readers, Book One (Harcourt, Brace and World, 1968).	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	POETRY: TYPES Objective No. 7.3.14 Given examples of lyric, narrative, limerick, and haiku poetry, the student recognizes and interprets the following types of poetry: lyric, narrative, limerick and haiku. Sample Exercises/Suggested Activities: 1. Give students poems characteristic of lyric, narrative, haiku and limerick poetry. Have students identify each type of poetry and paraphrase in prose the thought contained in each poem. 2. Lyric poetry selections: a. "Wild Swans," Edna St. Vincent Millay, Adventures for Readers, Book One (Harcourt, Brace and World, Inc., 1968). b. "Accident," Raymond R. Patterson, Responding: One (Ginn and Company, 1973). c. "Too Blue," Langston Hughes, Reflections on a Gift Of Watermelon Pickle (Scott, Foresman and Company, 1966). 3. Narrative poetry selections: a. "The Wreck of the Hesperus," Adventures for Readers, Book One (Harcourt, Brace and World, Inc., 1968). b. "The Bronco that Could Not Be Broken," Adventures for Readers, Book One, Harcourt, Brace and World, Inc., 1968). c. "The Pied Piper of Hamlin," Adventures for Readers, Book One (Harcourt, Brace and World, Inc., 1968). 4. Haiku poetry selections: a. See pages 141-142 in Responding: One (Ginn and Company, 1973). b. See pages 194-195 in Modern English in Action (D.C. Heath and Company, 1968). c. See haiku selections in Poems to Enjoy (The Macmillan Company, 1967). 5. Limerick selections: a. See page 357 in Adventures For Readers, Book One (Harcourt, Brace and World, Inc., 1968). b. See page 396 in Responding: One (Ginn and Company, 1973). c. See page 196 in Modern English in Action, (D.C. Heath and Company, 1968).	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.083	POETRY: FIGURATIVE LANGUAGE Objective No. 7.3.15 Given selections of poetry containing specific figurative language, the student identifies the following examples of figurative language in poetry: simile, metaphor, personification, and onomatopoeia. Sample Exercises/Suggested Activities: 1. See short story section, objectives 7.3.8 through 7.3.12. 2. The following poems contain illustration of a. Simile: "Velvet Shoes" by Elinor Wylie, The Roberts English Series (Harcourt, Brace, Jovanovich, Inc., 1971). "Southern Mansion" by Arna Bontemps, Responding: One (Ginn and Company, 1973). b. Metaphor: "Steam Shovel," Charles Malam, Reflections on a Gift of Watermelon Pickle (Scott, Foreman and Company, 1966). "The Toaster," William Jay Smith, Reflections on a Gift of Watermelon Pickle (Scott, Foresman and Company, 1966). "Apartment Houses," Gerald Raftery, Reflections on a Gift of Watermelon Pickle (Scott, Foresman and Company, 1966). c. Personification: "The Walrus and The Carpenter," Lewis Carroll, Adventures for Readers, Book One (Harcourt, Brace and World, 1968). "Lost," Carl Sandburg, Reflections on a Gift of Watermelon Pickle (Scott, Foreman and Company, 1966). "Southern Mansion," Arna Bontemps, Responding: One (Ginn and Company, 1973). d. Onomatopoeia: "Season at the Short," Phyllis McGinley, Adventures for Readers, Book One (Harcourt, Brace and World, 1968). "Little Orphant Annie," James Whitcomb Riley, Adventures for Readers, Book One (Harcourt, Brace and World, 1968). "Boy at the Window," Richard Wilbur, Adventures for Readers, Book One (Harcourt, Brace and World, 1968).	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.083	POETRY: FIGURATIVE LANGUAGE Objective No. 7.3.16 Given a definition of and passages containing alliteration, the student identifies in a poetic passage the alliterative words. Sample Exercises/Suggested Activities: 1. Alliteration is the repetition of the same initial sounds in words closely following one another. (Example: The furrow followed free" -Coleridge DIRECTIONS: Underline the examples of alliteration in the passage below. The Rime of the Ancient Mariner by Samuel Taylor Coleridge The fair breeze blew, the white foam flew, The furrow followed free; We were the first that ever burst Into that silent sea. Down dropt the breeze, the sails dropt down; Twas sad as sad could be; And we did speak only to break The silence of the sea! 2. Selected poetry that contains alliteration: a. "Who Will Answer," by Sheila Davis, Responding: One (Ginn and Company, 1973). b. "The Walrus and the Carpenter," by Lewis Carroll, Adventures for Readers, Book One, (Harcourt, Brace and World, 1968). c. "Boy at the Window," by Richard Wilbur, Adventures for Readers, Book One, (Harcourt, Brace and World, 1968). d. "Sea Shell," by Amy Lowell, Adventures for Readers, Book One, (Harcourt, Brace and World, 1968). e. "The Walrus and the Carpenter," by Lewis Carroll, Adventures for Readers, Book One, (Harcourt, Brace, and World, 1968).	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.083	POETRY: RHYME SCHEME Objective No. 7.3.17 Given instruction in rhyme scheme, the student will be able to identify the rhyme scheme of a given poem: Sample Exercises/Suggested Activities: 1. The Bearded Man There was an old man with a beard, A Who said, "It is just as I feared! A Two owls and a hen, B Four larks and a wren B Have all built their nests in my beard. A 2. Annabel Lee It was many and many a year ago, A In a kingdom by a sea, B That a maiden there lived whom you may know A By the name of Annabel Lee; B And this maiden she lived with no other thought C Than to love and be loved by me. B 3. See Written Communications Objectives, Volume 7, page 1322.	
x-4.083	POETRY: METER Objective No. 7.3.18 Given poems containing a definite meter, the student identifies the meter and reproduces a regular metrical line of poetry. Sample Exercises/Suggested Activities: 1. Instruction for haiku, limerick, couplet and the ballad may be found in Modern English in Action (D.C. Heath and Company, 1968), pp. 194-199. Language and How To Use It (Scott Foresman and Co., 1972), pp. 67-77, 171-174, Written Communication Objectives, Volume 7, pp. 1316, 1317, 1318, 1319, 1320, 1324, 1327.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.083	POETRY: METER Objective No. 7.3.18 (Continued) 2. After defining meter and helping students count metrical feet, the teacher gives the following directions: Read the following lines. When you have finished, identify the number of feet and write a line of your own with the same number of feet. a. The keys that were left on the train. b. There once was a puppy from Natchez. c. Autumn rains have come. d. The snow fell softly. e. The child is asleep. f. My little brother knows me best. g. The student's life is never dull.	
Literature x-4.084	DRAMA: INTERPRETATION Objective No. 7.3.19 Given dramatic selections to read, the student interprets dramatic selections. Sample Exercises/Suggested Activities: 1. Give students a play to read and have groups of students dramatize selected scenes from the play, using their own words rather than memorizing the dialogue verbatim. a. "Inside a Kid's Head," Adventures for Readers, Book One (Harcourt, Brace and World, 1968). b. "The Big Wave," Adventures for Readers, Book One (Harcourt, Brace and World, 1968). c. "Feathertop," Adventures for Readers, Book One (Harcourt, Brace and World, 1968). d. "Rehearsal for Death," Responding: One (Ginn and Company, 1973). e. "Death in the Tree," Responding: One (Ginn and Company, 1973).	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.083	DRAMA: CHARACTERISTICS Objective No. 7.3.20 Given instructions in the characteristics of drama, the student recognizes characteristics of drama: dialogue, divisions, directional words, setting, and characterization developed visually rather than through exposition. Sample Exercises/Suggested Activities: 1. After terms have been clearly defined and students have been taught where to look to find certain characteristics of drama, have students read a short play (that illustrates the characteristics studied) and identify those characteristics. 2. See plays suggested in 7.3.19. 3. See also teacher aids for instruction in drama in a. Adventures for Readers, Book One (Harcourt, Brace and World, 1968), pp. 398, 413, 432, 433 b. Contemporary English 7, (Silver Burdette, 1973), p. 33. c. *Modern English in Action 7 (D.C. Heath and Company, 1968), pp. 204-208. *Excellent reference	
Literature x-4.086	DRAMA: PARTICIPATION Objective No. 7.3.21 Given instruction in dramatic techniques, the student performs in plays, skits, or pantomimes. Sample Exercises/Suggested Activities: 1. See objective #7.3.19. 2. See also a. *Modern English in Action 7 (D.C. Heath and Company, 1968), pp. 204-205. b. Contemporary English 7 (D.C. Heath and Company, 1968), pp. 8-9. c. Voices A (Ginn and Company, 197?), pp. 10-16. *Excellent reference	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.087	HANDWRITING Objective No. 7.4.1 Given a printed poem approximately ten lines long, the student will transcribe it legibly in cursive writing on lines provided, using a uniform letter slant, forming letters properly, joining letters consistently, maintaining a proper consistency in letter size, spacing between words (one space) and sentences (two spaces), dotting i's and crossing t's. Sample Exercises/Suggested Activities: 1. DIRECTIONS: Using your best cursive handwriting, copy the following poem on the lines below. HAZE GOLD Sun, you may send your haze gold Filling the fall afternoon With a flimmer of many gold feathers. Leaves, you may linger in the fall sunset Like late lingering butterflies before frost. Treetops, you may sift the sunset cross-lights Spreading a loose checkerwork of gold and shadow. Winter comes soon--shall we save this, lay it by, Keep all we can of these haze gold yellows? Carl Sandburg	
Written Communication x-4.088	WORD MEANING Objective No. 7.4.2 Given instruction in vocabulary, the student demonstrates an understanding of word meaning when using the following in written assignments: prefixes, suffixes, synonyms, antonyms and homonyms. Sample Exercises/Suggested Activities: Directions to students:	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	WORD MEANING Objective No. 7.4.2 (Continued)	

1. Each of the words listed below has either a prefix or a suffix. Identify the prefix or suffix and explain how it changes the meaning of the root word.
   a. misspell
   b. incomplete
   c. argument
   d. joyous
   e. dissatisfy
   f. desirable
2. In each of the following sentences underline the correct homonym in parenthesis:
   a. Mary (ate, eight) the apple.
   b. I had a (pair, pear, pare) of socks.
   c. We went to Texas last (weak, week).
   d. We saw the (plain, plane) land on the runway.
   e. (Right, Write, Rite) a simple sentence.
3. In the blank write an antonym for the word given below the blank in the following sentences:
   a. The water in the sink was _____. (cold)
   b. When they found the man he was _____. (alive)
   c. When he grew up he was a _____ man. (short)
   d. He found the answer at the _____ of the book. (beginning)
4. Rewrite the following sentences and insert an appropriate synonym in place of the underlined word:
   a. The flowers in the garden are beautiful.
   b. Jean was sick for several days.
   c. Mary had an odd experience yesterday.

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Written Communication x-4.088	WORD FORMATION Objective No. 7.4.3 Given instruction in the formation of compound words, contractions, plurals, and possessives, the student demonstrates the ability to generate specified forms. Sample Exercises/Suggested Activities: Directions to student: 1. Using one of the following base words--table, school, and board--construct and spell accurately three compound words by adding other words with which the base can combine. 2. Write legibly and spell correctly the contractions of these pairs of words, properly placing the apostrophe for omitted letter or letters. can not — I have will not — I would you are — she will I will — I am they are — he will 3. Write legibly the correct plural forms of the following regular and irregular nouns: a. girl — f. church b. woman — g. box c. baby — h. sheep d. knife — i. child e. monkey — j. goose 4. Write legibly the correct possessive forms of the following singular and plural nouns: a. boy — g. witches b. fox — h. bear c. bird — i. doctor d. cowboys — j. calves e. goats — k. men f. hunters — l. class	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	CAPITALIZATION Objective No. 7.4.4 Given instruction in the use of capitalizations, the student rewrites a selection supplying capital letters where necessary. Sample Exercises/Suggested Activities: 1. Copy the following paragraph, supplying the needed capitals: In april, Ellen and Jan accompanied Aunt Louise on a trip to Washington. After enjoying the cherry blossoms they visited the washington monument, where an elevator took them up more than five hundred feet to the observation windows at the top. Across the Potomac river they could see arlington, once the home of robert e. lee. From Aunt Louise they learned that the beautiful park extending to the capitol is known as the mall. At the other end of the mall the lincoln memorial, which looks like a Greek temple, contains a huge statue of abraham lincoln and a tablet upon which his "gettysburg address" is inscribed.	
x-4.088	PUNCTUATION: COMMA Objective No. 7.4.5 Given instruction in the use of the comma (e.g., parenthical expressions, "Yes-No" introductory words, direct address, addresses, dates, appositives, series, compound sentences with coordinating conjunctions), the student will supply commas where needed. Sample Exercises/Suggested Activities: Given sentences, which have the commas omitted, the student supplies the commas. 1. Supply the necessary commas in the following sentences: a. Bill said "I didn't do it." b. Yes you may go. c. The little boy looked cold wet hungry and scared. d. John please close the door. e. Carl on the contrary prefers football to baseball. f. I live at 3192 North Elm Street Pensacola Florida.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	PUNCTUATION: COMMA Objective No. 7.4.5 (Continued) g. The party will be June 1 1976. h. Mr. Jones the tailor lives on Pine Street. i. I tried to get there but I was late.	
x-4.088	PUNCTUATION: PERIOD Objective No. 7.4.6 Given instruction in the use of the period (e.g., end punctuation, abbreviations, initials), the student supplies periods where needed. Sample Exercises/Suggested Activities Given sentences which have the periods omitted, the student supplies the periods. 1. Christmas comes on Dec 25. 2. Dr Jones operated on me yesterday. 3. The owner, J A Halstead, is on vacation. 4. On Fri , Oct 19, 1975, Dr Smith left town and never returned. 5. Do you mean 5:00 A M or 5:00 P M ? 6. In France the people speak French	
x-4.088	PUNCTUATION: QUOTATION MARKS Objective No. 7.4.7 Given instruction in the use of quotation marks (e.g., direct quotations, short literary selections) the student will supply quotation marks where needed. Sample Exercises/Suggested Activities: 1. Given sentences which have the quotation marks omitted, the student supplies the quotation marks. a. Mary said, The icing isn't thick enough. b. The time has come, insisted the speaker, to improve our football team. c. We will read Rip Van Winkle in class tomorrow. d. Francis Scott Key wrote The Star Spangled Banner. 2. See Written Communication Objectives, Volume 6, pages 529 and 539.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	PUNCTUATION: END MARKS Objective No. 7.4.8 Given declarative, exclamatory, imperative, and interrogative sentences, with all terminal punctuation omitted, the student will supply the terminal punctuation. Sample Exercises/Suggested Activities: Given sentences in which the end punctuation is omitted, the student supplies the end punctuation. 1. John is an alert student 2. Can you name a play written by William Shakespeare 3. How lovely the day is 4. Close the door, please 5. Don't move	
x-4.088	FRIENDLY LETTER Objective No. 7.4.9 Given a situation requiring the preparation of a social letter, the student prepares an appropriate social letter. Sample Exercises/Suggested Activities: Suggested topics: 1. You have just moved to a different neighborhood and are writing about it to a friend who still lives in your old neighborhood. 2. You have just attended a movie that you know your friend would like to see. Convince your friend that she should see it. 3. You have just been to see an important basketball game. Both you and your friend, who is in the hospital, are fans of the same team. Describe what happened.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	BUSINESS LETTER Objective No. 7.4.10 Given a situation requiring the preparation of a business letter, the student prepares a business letter. Sample Exercises/Suggested Activities: 1. Write a business letter to Mr. Fred Baxter, the vice-president of Davis, Ness, Baxter and Company at P.O. Box 15664, Tampa, Florida 33612. In the social studies class you have been delegated by your teacher to write to Mr. Baxter for information concerning the arrangement of a tour for the class through the manufacturing plant. 2. Write a business letter to a Chamber of Commerce in a different city or to an embassy in a foreign county asking for information on that city or country. 3. Write to Beltron Manufacturing Company, 204 Second Street, Elizabeth, New Jersey 07208, and order a U.S.S. Nautilus Kit, 18 inch, at $2.00. This was advertised in the January issue of Boy's Life.	
Written Communication x-4.089	PARAGRAPH DEVELOPMENT: TOPIC SENTENCE EXPANSION Objective No. 7.4.11 Given instruction in the function and purpose of the topic sentence, the student will develop a paragraph using a given topic sentence. Sample Exercises/Suggested Activities: 1. Directions: Given headings and randomly arranged subordinate ideas, each classifiable under only one of the topics, the student places the appropriate ideas under each heading and then incorporates the ideas in a paragraph the he/she develops. a. Each phrase on the right can be placed under only one of the headings on the left. Write each phrase in a blank under the appropriate heading; write a paragraph that has a good topic sentence and that has the identified phrases.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.089	PARAGRAPH DEVELOPMENT: TOPIC SENTENCE EXPANSION Objective No. 7.4.11 (Continued)	

1. How I help at home
   - A. Cleaning my bedroom
   - B. Dusting the living room
   - C. Feeding my pets

   Washing the blackboard
   Cleaning my bedroom
   Sweeping the tents
   Dusting the living room
   Gathering firewood
   Cleaning the desks
   Dusting the erasers
   Feeding my pets
   Building new trails

2. How I help at school
   - A. Cleaning the desks
   - B. Washing the blackboard
   - C. Dusting the erasers

3. How I help at camp
   - A. Gathering firewood
   - B. Building new trails
   - C. Sweeping the tents

2. Given some aspect of a general topic as a subject for writing (e.g., Cause of Auto Accidents) and six statements about the general topic, the student identifies those statements which are relevant to the given aspect of the topic.

   A general topic for a paragraph might be "The Olympics." Here is a specific topic for a paragraph: "Training Habits of Olympic Athletes." Read the list of items below looking especially for the items that are relevant to the specific topic. List the sentences that relate to the given aspect of the general topic and use them in a paragraph.

   1. Olympic athletes must get plenty of sleep.
   2. Olympic games are held every four years.
   3. A balanced diet is important for these athletes.
   4. The athletes must practice every day.
   5. Daily sitting-up exercises help tone the athletes' muscles.
   6. The high jump demands a lot of skill.

3. Given a topic statement which makes a general statement, the student writes a paragraph (approximately 100 words long) developing it by using three examples that support the general statement.

   Using the following general statement as your topic, write a paragraph

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.089	PARAGRAPH DEVELOPMENT: TOPIC SENTENCE EXPANSION Objective No. 7.4.11 (Continued) of approximately 100 words in length. Develop your paragraph by using three examples to support the general statement. Money isn't everything.	
x-4.089	EXPOSITORY WRITING: TYPES OF DEVELOPMENT Objective No. 7.4.12 Given instruction in types of development for expository writing (e.g., definition, example, incident, chronological order, cause-effect, comparison and contrast) the student demonstrates comprehension by writing a specified example. Sample Exercises/Suggested Activities: 1. Use the event below in a paragraph using it either as a cause or an effect. Your organization of details in the paragraph should make clear whether the event is the cause or the effect. A volcano's erupting. 2. Here are two subjects on which you might write a paragraph of contrast. Think of three points common to each which you would mention and which you would contrast. For example, in contrasting an automobile and a truck, you might mention (a) different purposes for which each is designed, (b) different appearances, and perhaps (c) different amounts of power each has. Subjects: grade school high school Possible Response: Different sizes Different age students Different equipment 3. Write a paragraph about 100 words long in which you tell things in the order in which they happened or should happen, that is, in time order. You may write on one of the suggested topics below or choose one of your own. You will need to use the following words to help you keep things in time order. first before then next after soon later finally lastly Suggested Topics: HOW TO WASH A CAR A TYPICAL DAY AT SCHOOL A MINI-AUTOBIOGRAPHY	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.090	EXPOSITORY WRITING: TRANSITIONAL DEVICES Objective No. 7.4.13 Given instruction in the use of transitional devices in connecting paragraphs, the student will write a theme of more than one paragraph using transitional devices effectively. Sample Exercises/Suggested Activities: 1. Given a paragraph lacking a final sentence, the student provides the final sentence making a transition to the next paragraph. DIRECTIONS: Following are two paragraphs. The first paragraph lacks a final sentence. Write a final sentence for the first paragraph. Make your sentence connect the two paragraphs. The rotary press was invented in the 1840's the linotype later in the nineteenth century, and the method of mass-producing rolls of paper at about the same time. Consequently, the stage was set for the production of millions of inexpensive, easily available, paperbacked books, and, indeed, attempts were made by several publishers to produce such materials. Nonetheless, even though the means of production were available, the means of distribution were not. (One possible answer; others may also be appropriate.) Publishers could easily pile up millions of copies of books in warehouses, but they could not dispose of them. Transportation was expensive, retail outlets were rare, returns were frequent, and damage to the books was inevitable. Consequently, the early attempts to produce paper backs were rather quickly abandoned because of distribution problems.	
x-4.090	THEME DEVELOPMENT: OUTLINING Objective No. 7.4.14 Given instruction in two-stage outlining, the student will correct a topic outline containing flaws, will write a composition from a given topic outline, and will prepare a two-stage topic outline to accompany an original informative report. Sample Exercises/Suggested Activities:	

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Written Communication x-4.090	THEME DEVELOPMENT: OUTLINING Objective No. 7.4.14 (Continued)	

1. DIRECTIONS: The outline on the left has a number of errors. It contains elements which are not parallel, main headings placed in sub-heading positions, sub-headings placed in main heading locations, and sub-headings placed under the wrong main headings. The blanks on the right present a correct analysis of the subject, if the appropriate phrases are placed in each blank. Take the phrases from the outline on the left and write them where they belong in the skeleton outline on the right.

Buying a Used Car	Buying a Used Car
I. Cost	I. _____
A. Determining your requirements	A. _____
B. Power	B. _____
C. Size	C. _____
D. Miscellaneous	D. _____
II. Locating Possibilities	II. _____
A. Friends	A. _____
B. Classified ads	B. _____
C. Used car dealers	C. _____
D. General background	
III. Evaluating an automobile	III. _____
A. Body condition	A. _____
B. You must check the motor	B. _____
	C. _____
C. Other parts	D. _____

Possible Response:

I. Determining your requirements
   A. Cost
   B. Power
   C. Size
   D. Miscellaneous

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.090	THEME DEVELOPMENT: OUTLINING Objective No. 7.4.14 (Continued)	

II. Locating possibilities
- A. Friends
- B. Classified ads
- C. Used car dealers

III. Evaluating an automobile
- A. General background
- B. Body condition
- C. Motor
- D. Other parts

2. DIRECTIONS: Following is a simple topic outline on a subject with which you are familiar. Follow the outline exactly and write a composition of up to 200 words. Performance will be assessed on your following the order of the outline exactly without adding points, omitting points, or re-ordering points. Concrete or specific illustration of specified points will not be considered additions.

Kinds of Teachers

I. Friendly teachers
- A. Appearance
- B. Actions or behavior
- C. Concrete example

II. Business-like teachers
- A. Appearance
- B. Actions or behavior
- C. Concrete example

3. See Objective No. 7.4.15. Prepare a two-stage topic outline to accompany the report.

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Written Communication x-4.090	EXPOSITORY WRITING: REPORT Objective No. 7.4.15 Given the assignment to investigate a subject related to a unit of study, the student writes an informational report of more than one paragraph using transitional devices effectively. Sample Exercises/Suggested Activities: 1. Write an informational report on a topic of interest, being careful to select significant information and to organize it with a clear thesis and a systematic, logical development. Performance will be assessed upon the learner's having expressed a main idea or thesis sentence, having organized support in a recognizably systematic manner, and having used transitional devices effectively.	
Written Communication x-4.089	DESCRIPTIVE WRITING Objective No. 7.4.16 Given instruction in descriptive writing, the student writes a descriptive paragraph. Sample Exercises/Suggested Activities: Note: Instruction should include the following: 1. Specific details 2. Unity and consistency 3. Sensory details Assignments: 1. Describe an object 2. Describe a person 3. Describe a character in a story 4. Describe a place 5. Describe a painting or picture	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.091	CREATIVE WRITING: POETRY Objective No. 7.4.17 Given instruction in the conventions of poetic forms (haiku, limerick, lyric, narrative, free verse), the student will write a poem consistent with the specified form. (See: Literature Objective No. 7.3.14) Sample Exercises/Suggested Activities: 1. Given from one to four lines of an unfinished limerick, the learner develops the unfinished lines in standard limerick form. DIRECTIONS: Complete the following limericks by writing last lines. Be sure that the lines you add make sense, rhyme with the appropriate earlier lines, and have the same rhythm as the rest of the verse. a. There was an old man of Peru Who dreamed he was eating his shoe. He awoke in the night In a terrible fright (Write you last line here.) b. A tutor who tooted the flute Tried to tutor two tooters to toot, Said the two to the tutor, "Is it harder to toot or...." (Write your last line here.) 2. Write a lyric poem at least eight lines long. Express a personal feeling on some subject which interests you. Use consistent meter and rhyme in the poem. 3. Refer to Written Communications Objectives Volume VII for additional exercises using other poetic forms.	
x-4.091	CREATIVE WRITING: MYTH/TALL TALE Objective No. 7.4.18 Given a model of a tall tale or myth, the student writes a similar tale or myth. Sample Exercises/Suggested Activities: 1. See: Literature 7.3.1 2. Group 5-7 students together and have each group orally compose an original myth or tall tale. After the group composition process have been completed,	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.091	CREATIVE WRITING: MYTH/TALL TALE Objective No. 7.4.18 (Continued) have each student write his own version of the group-composed oral myth or tale.	
x-4.091	CREATIVE WRITING: SHORT STORY Objective No. 7.4.19 Given a model, the student writes a short story involving one or more characters striving for a goal in a well described setting. Sample Exercises/Suggested Activities: 1. See Literature: 7.3.1, 7.3.3, 7.3.4, 7.3.6 2. Using any picture of a person in one of your textbooks, or from a magazine newspaper, etc., write a short story with the pictured person as your main character. Include setting, mood, and believable climax.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	SENTENCE TYPES Objective No. 7.5.1 The student recognizes sentences classified according to purpose: declarative, interrogative, imperative, exclamatory. Sample Exercises/Suggested Activities: 1. Have students identify each of the following sentences as <u>declarative</u>, <u>interrogative</u>, <u>imperative</u>, or <u>exlamatory</u>: a. Jim, get the Christmas tree from the back porch, please, (IMP) b. How many days are there until Christmas? (INT) c. What a beautiful scarf you are wearing, Margie! (EXCL) d. Edward, bring some more wood for the fire. (IMP) e. Gee whillikers! I just saw Santa Claus! (EXCL) f. The green lights near the bottom of the tree are not burning. (DEC) g. I bought some extra bulbs yesterday. (DEC) 2. Have students write original sentences, three sentences for each of the following types: a. Declarative (makes a statement) b. Interrogative (asks a question) c. Imperative (gives a command or makes a request) d. Exclamatory (shows sudden or strong feeling) 3. Have students re-write each of the following declarative sentences into an interrogative sentence, an imperative sentence, and an exclamatory sentence a. The boy raised his hand. b. The leaves are falling. c. The wind blew the house down.	
x-4.092	SENTENCES AND NON-SENTENCES Objective No. 7.5.2 The student recognizes sentence fragments and run-on sentences as not satisfying requirements of standard English sentences. Sample Exercises/Suggested Activities: 1. Have students write "S" for sentences, "F" for sentence fragments, and "R" for run-on sentences in the blanks at the left of the following word groups:	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	SENTENCES AND NON-SENTENCES Objective No. 7.5.2 (Continued) a. F Like falling off a log. b. R His uncle owns a store and Jerry likes to play ping pong and I have a new cat for a pet. c. S I will be late for class if I don't hurry. d. S What did you say? e. F Although we did try very hard. f. R Mary was happy and I want a new bicycle but you can't see me. g. F Just having fun all day long. 2. Have students write six original sentences. Have students check each other's work to be sure everyone has avoided writing sentence fragments or run-on sentences.	
x-4.092	PARTS OF SPEECH (FORM CLASSES) Objective No. 7.5.3 The student identifies nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections in sentences. Sample Exercises/Suggested Activities: 1. Ask students to name the part of speech for each underlined word in the following sentences: a. noun I found my watch on the floor. b. verb The man watched the game. c. pronoun He always liked pizza. d. adjective We sat before the blazing fire. e. adverb An elegantly dressed woman stood at the entrance. f. preposition There's an ice-cream parlor around the corner. g. conjunction The students took a test and then read a story. h. interjection Oh! Why did I do that? 2. Ask students to write original sentences using given words as specific parts of speech. a. house, place (noun) b. march, place (verb) c. them, you (pronoun) d. bright, sweet (adjective) e. neatly, playfully (adverb)	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	PARTS OF SPEECH (FORM CLASSES) Objective No. 7.5.3 (Continued) f. from, down (preposition) g. or, for (conjunction) h. boy, wow (interjection) 3. See also Written Communication Objectives, Vol. VI, page 346.	
x-4.092	VERBS Objective No. 7.5.4 The student recognizes function, structure, properties and correct usage of verbs. Sample Exercises/Suggested Activities: 1. Ask students to underline the predicate verbs in the following sentences to develop awareness that verbs can consist of more than one word and they appear in more than one position in the sentence. a. The bus stopped. b. The child had completed his work. c. Did you use my pen? d. We have not been skating lately. 2. Give the students paragrphas in which sentences have incorrect verb tenses. Using only the three simple tenses (present, past and future), have students correct the incorrect verbs. 3. Ask the students to identify the underlined verbs in the following sentences as transitive and intransitive. a. transitive The man kicked the tree stump. b. intransitive He ran into the store. 4. Ask the students to identify the verbs in the following sentences as transitive active (TA) or transitive passive (TP). a. TA The home team won the game. b. TP The game was won by the home team. 5. Ask the students to supply the past and past participle forms of the following irregular verbs. a. drive — past: drove — Past participle: driven b. blow — past: blew — Past participle: blown	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	VERBS Objective No. 7.5.4 (Continued) 6. Have students write original sentences in which modal and emphatic (auxiliary verbs: am, do, has, can, will, etc.) are used correctly. 7. Ask students to correct the incorrect verb usage in the following sentences. a. We seen the movie b. He had oughta study.	
x-4.092	DIFFICULT USAGE FORMS Objective No. 7.5.5 The student recognizes standard English usage of certain troublesome forms: lie, lay; sit, set; rise, raise; lend, borrow; take, bring; between, among; and the main verb and helping verb forms of BE, HAVE, and DO. Sample Exercises/Suggested Activities: 1. After explaining differences of forms in each of the troublesome pairs (lie, lay; sit, set; rise, raise; etc.), have students write a sentence for each word in each pair to determine if students can use these troublesome forms correctly. 2. Have students cross out the incorrect form in parentheses in the following sentences: a. Do cattle (lie, ~~lay~~) down to sleep? b. Please (~~sit~~, set) the vase on the piano. c. Will you (lend, ~~borrow~~) me fifty cents? d. The sun will (rise, ~~raise~~) at 7:02 a.m. e. Please (take, ~~bring~~) this package to the post office. f. (~~lie~~, Lay) those towels in the linen closet. g. How can we divide the money equally (~~between~~, among) the three of us? 3. See SIXTH GRADE OBJECTIVE NO. 6.5.5 for a good review of the verb forms of BE, HAVE, and DO.	
x-4.092	USAGE OF NOUNS Objective No. 7.5.6 The student recognizes noun-determiners, functions of nouns, usual positions of nouns in sentences, plural and possessive forms of nouns, and classifications of	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	USAGE OF NOUNS Objective No. 7.5.6 (Continued) nouns. Sample Exercises/Suggested Activities: 1. The following forms are usually noun-determiners. Review several sentences with students and have students identify these forms (noun-determiners): a. the articles: a, an, the b. most adjectives c. prepositions d. preposition + article e. certain adverbs + article 2. Key: Noun functions include: a. subject, b. direct object of verb, c. indirect object of verb, d. object of preposition, e. predicate noun, f. nominative of address. Classifications of nouns include: (1) common, (2) proper, (3) concrete, (4) abstract, (5) collective. Have students refer to the above keys and write the letter a, b, c, d, e, or f in the first blank at the end of each sentence to identify the function of the circled noun in the sentence and the numerals 1, 2, 3, 4, or 5 in the second blank to identify the classification of the circled noun. Note: More than one classification will be correct for each noun. (1) (Frank) will arrive later. a 2,3 (2) The man paid (Sally) ten dollars for the picture. c 2,3 (3) My mother gave me some good (advice). b 1,4 (4) The picnic was an (occasion) of great pleasure. e 1,4 (5) (Jim), will you open the window for us? f 2,3 (6) Jane is a member of our school (band). d 1,3,5 3. Help students recognize that noun functions usually determine the position of nouns in a sentence (i.e., subjects more frequently occur near the beginning of sentences and before verbs; direct objects usually come after certain kinds of verbs; predicate nouns are usually found in the same position as direct objects but come after different kinds of verbs than direct objects do.)	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	USAGE OF NOUNS Objective No. 7.5.6 (Continued) 4. Have students write after each noun below s for singular, sp for singular possessive, p for plural, pp for plural possessive: 1. Frank's ___ 7. women's ___ 13. boxes ___ 2. geese ___ 8. ladies' ___ 14. legislators ___ 3. moose ___ 9. men's ___ 15. officer's ___ 4. girls' ___ 10. calves ___ 16. blanket ___ 5. child's ___ 11. shoes ___ 17. fashions ___ 6. children's ___ 12. activities ___ 18. members' ___ 5. Give students sentences containing "of" prepositional phrases. Have the students rewrite the sentences using possessive forms of the noun instead of the "of" prepositional phrase. 1. He is the neighbor of Mr. Smith. (He is Mr. Smith's neighbor.) 2. The poetry of Robert Frost is widely read. (Robert Frost's poetry is widely read.)	
Language x-4.092	USAGE OF PRONOUNS Objective No. 7.5.7 The student identifies standard usage of pronouns in terms of kinds, case, agreement, and clear reference. Sample Exercises/Suggested Activities: 1. Have students underline the pronouns in the following sentences. In the blank(s) at the end of each sentence, have students identify each pronoun as personal, indefinite, relative, or demonstrative. Note: As a minimum requirement seventh-graders should be able to recognize personal, indefinite and relative pronouns. If they master these three classifications with ease, they can learn to distinguish demonstrative pronouns also. a. Will you give me the home address of Mr. Brown? pers. pers. b. Has anyone seen Jerry today? indef. c. The man who knocked on the door was a stranger. rel. d. Neither of these belongs to George. indef. demons. 2. Have students study a table of cases of personal pronouns (nominative, objective, possessive cases). Review case usage (nominative case is	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	USAGE OF PRONOUNS Objective No. 7.5.7 (Continued) required for subjects and predicate nouns; objective case is required for direct objects, indirect objects, etc.). Then have students cross out the incorrect pronoun in parentheses in the following sentences: a. (Me, I) ate the cake. b. (We, Us) made the team. c. Just between you and (I, me), I like it. d. This house is (they's. theirs). 3. Give students sentences which contain a choice of pronouns. Have students select the pronoun which correctly agrees with its antecedent. a. John gave me (his, her) coat. b. The boys lost (his, their) money. c. Everyone should enjoy (his, their) family. 4. Have students identify errors in pronoun-antecedent agreement in the following sentences. Have students rewrite the sentences to correct these errors. a. Each of the girls will be permitted to carry their cameras. b. Did anyone lose their billfold? 5. Have students rewrite the following sentences to eliminate unclear reference of pronouns. a. Evelyn and Andy do not like to ride horses because <u>they</u> smell bad. b. Eleanor met Dorothy when <u>she</u> was sixteen. c. As the guests handed Emma their coats, she put <u>them</u> in the closet.	
Language x-4.094	ADJECTIVES Objective No. 7.5.8 The student recognizes adjectives by their function, position, and comparative forms. Sample Exercises/Suggested Activities: 1. Have the students write the position of the underlined adjectives in the following sentences using the following codes: BN (before noun), AN (after noun), PA (predicate adjective after linking verb) a. <u>BN</u> The <u>angry</u> man shouted at the policeman. b. <u>AN</u> The man, <u>tired</u> and <u>hungry</u>, trudged down the road. c. <u>PN</u> The Grand Canyon is truly <u>magnificent</u>. 2. Have students write original sentences using adjectives before and after	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	ADJECTIVES Objective No. 7.5.8 (Continued) nouns and as predicate adjectives after a linking verb. 3. Have students write the comparative and superlative forms for the following adjectives: Positive / Comparative / Superlative a. kind / kinder / kindest b. pretty / prettier / prettiest c. hopeless / more hopeless / more hopeless d. bad / worse / worst e. less / lesser / least	
Language x-4.092	ADVERBS Objective No. 7.5.9 The student recognizes adverbs by their function, position, and comparative forms. Sample Exercises/Suggested Activities: 1. FUNCTION: Give students sentences containing adverbs. Have students indicate whether the adverb is modifying an adverb, an adjective or a verb. a. The boy walked slowly down the street. (verb) b. Five extremely tall men entered the room. (adj.) c. The whole cast performed especially well. (adv.) 2. POSITION: Identify whether the adverb comes before the word it modifies (BW) or after the word. (AW) a. Bud often complains about the cooking. (BW) b. The fellows hiked steadily. (AW) 3. COMPARISON: Positive / Comparative / Superlative a. fast / faster / fastest b. carefully / more carefully / most carefully c. well / better / best Note: Caution should be taken to ensure that students have mastered comparison of adjectives before undertaking comparisons of adverbs. Adverbs have a great tendency to appear not to fit the rules at times!	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	USAGE OF PREPOSITIONS, CONJUNCTIONS, INTERJECTIONS Objective No. 7.5.10 The student identifies functions and structures of prepositions, conjunctions, and interjections in exercises. Sample Exercises/Suggested Activities: 1. Have students circle the prepositional phrases in the following sentences. Underline the preposition. Draw an arrow to the word that the phrase modifies. a. The book is on the table. b. Charles raced down the road. c. The plane flew high above the clouds. d. The plane in the hanger is being repaired. e. The boys walked near the river. f. Do not lean against the walls. g. The prisoner appeared before the judge. h. There is a dog in front of my house. 2. Have students use the following prepositions in original sentences. a. beside e. on i. off b. between f. in j. at c. after g. into k. to d. among h. from 3. Have students draw a line under the conjunctions and tell whether they are subordinating or coordinating. a. The student left school <u>because</u> he was sick. <u>sub.</u> b. Tom swung <u>but</u> missed. <u>coord.</u> c. Nero fiddled <u>while</u> Rome burned. <u>sub.</u> d. Tom <u>and</u> Jack are coming <u>but</u> have been delayed. <u>coord.</u> <u>coord.</u> 4. When students have demonstrated satisfactory achievement in recognizing the coordinating conjunctions of <u>and</u>, <u>but</u>, <u>or</u>, <u>for</u>, <u>yet</u>, introduce them to the correlative conjunctions of <u>both-and</u>, <u>not only-but also</u>, <u>either-or</u>, <u>neither-nor</u>. 5. Have students circle the interjections in the following sentences: a. Ouch! That hurts! b. Goodness! What a haircut! c. Look! The moon is full.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	USAGE OF PREPOSITIONS, CONJUNCTIONS, INTERJECTIONS Objective No. 7.5.10 (Continued) 6. Have students supply an interjection for the following sentences. a. _____! I stubbed my toe! b. _____! What a touchdown! c. _____! What a pretty dress!	
Language x-4.093	SUBJECT-VERB AGREEMENT Objective No. 7.5.11 The student recognizes agreement in number between subject and predicate verb in sentences. Sample Exercises/Suggested Activities: 1. In the following sentences, have students choose the correct verb to agree with the subject: a. The man (need, needs) to take off his hat. b. We (Walk, walks) to school every day. c. (Have, Has) the new uniforms come yet? d. Many colleges (has, have) computers. 2. Give students examples of subjects and verbs in agreement. Have them indicate whether the examples depend on singular or plural relationships. a. Men work. b. Paul writes. c. She tries. d. Thieves steal. e. The best days of our lives are right now. f. Neither of her friends was present. g. Our team of talented players is winning. 3. Have students rewrite the following sentences to correct errors in subject-verb agreement. a. Each of those famous paintings are coated with a protective plastic. b. Was the two of you planning to see the show?	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	SENTENCE ELEMENTS Objective No. 7.5.12 The student correctly identifies the following sentence elements and their relationships: subject, predicate verb, direct object, predicate nominative (or predicate noun or pronoun), predicate adjective. Sample Exercises/Suggested Activities: 1. Have students identify by name and function each of the sentence elements underlined in the following sentences. a. I found my watch on the floor. (subject) b. The man watched the game. (pred. verb) c. Jimmy has always liked pizza. (direct object) d. He is not the mayor of the city. (pred. nom.) e. A seaside sunset is very beautiful, isn't it? (pred. adj.) 2. Have students write original sentences using the following words as specific sentence elements listed: a. cats (subject) b. laugh (verb) c. waste (direct object, verb) d. sick (predicate adjective) e. visit (subject, verb) f. friend (predicate nominative) 3. Have students identify basic patterns for each of the following sentences: a. Birds fly. (S-V) b. Her cat clawed me. (S-V-O) c. John is an athlete. (S-V-PN) d. Sarah was happy. (S-V-PA) Note: Pattern labels may vary according to the textbook being used. Always use the pattern formulas found in the students' textbooks.	
x-4.093	PHRASES Objective No. 7.5.13 The student classifies prepositional phrases as either adjectival or adverbial. Sample Exercises/Suggested Activities: 1. Underline the prepositional phrase in each sentence and identify it as adjectival or adverbial. Draw an arrow to the word it modifies. a. The opponents from New Orleans arrived in a Greyhound bus. adj.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	PHRASES Objective No. 7.5.13 (Continued) b. In the first ten seconds, the New Orleans' players scored. adv. c. After that our team scored eleven points. adv. d. Bob Gore, a sophmore on the opposing team played an outstanding game. adj. 2. Ask students to write five sentences using prepositional phrases as adjectives and five using prepositional phrases as adverbs. Ask students to read their sentences in class; then, ask classmates to identify each phrase and tell what word it modifies.	
x-4.093	CLAUSES Objective No. 7.5.14 The student classifies clauses as independent or dependent and dependent clauses as adjective or adverb. Sample Exercises/Suggested Activities: 1. Ask students to underline the dependent clauses in the following sentences: a. As I strolled along the street, I saw an old friend. b. When I came home, I found father sick in bed. c. A farm which is productive usually is well managed. d. When we left school, Jim was still writing his report. e. As I turned around, I saw him. f. Until Wayne laid the guitar aside, his strumming grated on my nerves. g. Unless he follows directions, he cannot do his assignment. 2. Ask students to write a dependent clause before each independent clause. Example: As I turned around, I saw him. a. I saw him b. he shouted to me c. I turned around d. he greeted me e. we talked eagerly f. we finally parted g. I felt sorry for him	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	CLAUSES Objective No. 7.5.14 (Continued) 3. Ask students to circle the adjective clause openers (relative pronouns) in the following sentences. Note: Be sure to explain why the dependent clauses are adjective clauses. a. The boy (who) had polio has fully recovered. b. The girl to (whom) the prize was given has not yet arrived. c. A fellow (whom) I respect is our captain. d. One day (that) I shall never forget was last Easter. e. The dog (which) just ran by is a cocker spaniel. 4. Ask students to underline the adverb clause in the following sentences. Note: Be sure students understand why the clauses are adverbial. a. He ran, <u>although he was tired</u>. b. <u>Since he left</u>, things seem different. c. <u>If you will try</u>, you can surely do it. d. <u>While I roasted the frankfurters</u>, Jim spread out the blanket. e. He laughed <u>as he walked past</u>. f. <u>When Dad gets home</u>, we'll fix the faucet.	
x-4.093	STRUCTURAL TYPES OF SENTENCES Objective No. 7.5.15 The student recognizes sentences classified according to structure (simple, compound and complex). Sample Exercises/Suggested Activities: 1. Have students label the following sentences as to type of structure: S - simple, C - compound, Cx - complex: a. S The hair stylist gave Marilyn a new hairdo. b. C The train stopped, but no one got off. c. Cx When we stood beside the monument, we felt very small. 2. Review Objectives 7.5.10 and 7.5.14.	
Language x-4.094	SEMANTICS: SPECIALIZED WORDS Objective No. 7.5.16 The student recognizes words commonly associated with specific trades,	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	SEMANTICS: SPECIALIZED WORDS Objective No. 7.5.16 (Continued)	

businesses, professions, activities, etc.

Sample Exercises/Suggested Activities:

1. Ask students to list 3 words of phrases which relate to the "cue" words.

Cue	Possible responses 1.	2.	3.
dentist	dental lab-technician	teeth	white coats
secretary	stenographer	clerk-typist	file clerk
dietician	cook, chef	caterer	waitress
construction worker	carpenter	plumber	electrician
cosmetologist	barber	hair	grooming

   Have students discuss the relationships of their words with the "cue" words.
2. Ask students to research a given trade or profession and then choose class members to "role play" a situation using terminology associated with the trade or profession.
   Situation: The Browning - Cordell Corporation is interviewing applicants for a position of part-time bookkeeper.
   Characters: 1. Mr. James E. Riley, personnel manager who is interviewing
   2. Mr. Riley's secretary
   3. variety of applicants
   Requirement: The technical terminology must be employed in the skit. "Mr. Riley" should be played by the student researcher so that he can use the terminology appropriately.
3. a. Ask students to divide into small groups and plan, as well as present, a radio broadcast. During stages of planning and presenting, ask students to discuss types of shows, new terminology, and words unique to the profession of broadcasting.
   b. Ask students to match phrases in Column B which describe words in Column A.

C	1. Fluff	A.	Serves as a bridge from idea to idea
A	2. Montage	B.	Warning that show is ready to go on the air
B	3. Stand by	C.	Missed cue; a mistake

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	SEMANTICS: SPECIALIZED WORDS Objective No. 7.5.16 (Continued) E 4. Louder D. Music, sound, or talk which identifies a program F 5. Cut E. Lifting hands, palms upward, both hands wide-spread D 6. Theme F. Index finger drawn across throat as if cutting it.	
x-4.094	SEMANTICS: DENOTATION - CONNOTATION Objective No. 7.5.17 The student distinguishes between denotative and connotative meanings of words. Sample Exercises/Suggested Activities: 1. Ask students to write D next to the definition that is denotative and to write C next to the definition that is connotative. a. home - one's abode home - comfort b. glutton - one who eats to excess glutton - a pig c. informer - a spy informer - one who gives information 2. Ask students to choose the word from each group which brings out the greates emotion in them. a. father, dad, male, parent b. tin, iron, steel, metal c. apple, red, crimson, color d. house, hut, shelter, cabin 3. Ask students to write one synonym with a favorable connotation and another with an unfavorable connotation for each of the following: a. law officer b. parent c. to ask someone to do something 4. Ask students to choose the word that gives an unfavorable impression in these sentences. a. The dress did not fit because she was (overweight, fat).	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	SEMANTICS: DENOTATION - CONNOTATION Objective No. 7.5.17 (Continued) b. The (middle-aged, old) woman spoke of her past experiences as a nurse. c. We could not see the parade because of the (mob, crowd) of people.	
x-4.094	MASS MEDIA Objective No. 7.5.18 The student identifies purposes, forms, and persuasive techniques of selected mass media. Sample Exercises/Suggested Activities: 1. Have students present an imitation of a television commercial they have seen. Have other students determine whether the commercial is to persuade, inform, entertain, or all three. 2. Have students write a radio commercial to sell a product of their choice. 3. Have students design a billboard or magazine advertisement to promote a product. 4. Have students identify persuasive techniques used in familiar television or radio advertisements (e.g., name calling, bandwagon, comparison, glittering generalities, etc.). Then have students use this knowledge by analyzing their own commercials and ads to determine if they have used any of these techniques.	
Language x-4.095	ORIGINS AND HISTORY OF THE ENGLISH LANGUAGE Objective No. 7.5.19 The student recalls information about the history of the English language, regional dialects, and other linguistic data studied. Sample Exercises/Suggested Activities: 1. Have students use dictionaries and locate the country of origin for each of the following "loan" words: a. wiener b. hamburger c. kindergarten d. sauerkraut e. yodel f. chandelier	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.095	ORIGINS AND HISTORY OF THE ENGLISH LANGUAGE Objective No. 7.5.19 (Continued) g. chauffeur j. police m. pizza h. suede k. motto n. violin i. bouquet l. umbrella o. duet 2. Point out to students that throughout history a number of major forces have been responsible for adding new words to the language. Give students the following groups of words and ask them to try to identify the "major force" that probably accounts for their existence: a. altar, angel, church, deacon, disciple, priest, preacher — answer: religion or worship b. authority, duke, majesty, revenue, statute, treaty — government c. bowsprit, buoy, dock, keel, pump, skipper — navigation, seamanship d. basketball, coed, motel, pin-up, rustler, sundae — americanisms 3. Have students listent to their favorite popular song records and pick out words and expressions they do not normally use in their own speech. (Such a list is usually indicative that the words and terms come from a different regional dialect than the dialect most familiar to students.) 4. Play a recording of samples of regional dialects. Ask students to repeat orally some of the different pronunciations they hear. (Consult the teachers' guide accompanying the recording for other possible activities.) 5. Give students the following descriptive phrases and have the students write down what they think is being described. (Answers should be dialectal terms common to the regional dialect of students.): a. a heavy metal object used to fry eggs b. a container with a handle used to carry water c. a brown paper container used to carry groceries in d. a worm used for fish bait	
Language x-4.096	DIALECTS AND LEVELS OF LANGUAGE Objective No. 7.5.20 The student correctly distinguishes social dialects and functional levels of language.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.096	DIALECTS AND LEVELS OF LANGUAGE Objective No. 7.5.20 (Continued) Sample Exercises/Suggested Activities: 1. Have students write Substandard, Informal, or Formal to identify the functional level of language being used in each of the following expressions: a. Joe seen the movie. (Substandard) b. Who are you going with? (Informal) c. With whom are you going? (Formal) d. I didn't never say that. (Substandard) e. The cop wrote up Hank for speeding. (Informal) f. The officer cited Henry for exceeding the speed limit. (Formal) 2. Have students check library resources for information on American slang. Most slang expressions originate either from certain activities or from certain groups of people. Have students locate and list several slang expressions and identify their origins. (Note: Help students to understand that slang may be appropriate for informal oral communication but usually is not appropriate for written or formal oral communication.)	
Language x-4.097	LEXICOGRAPHY Objective No. 7.5.21 The student identifies features and usage of dictionaries and other reference materials. Sample Exercises/Suggested Activities: 1. Have students identify the following features of the dictionary: a. Guide words b. Pronunciation c. Part of speech d. Irregular forms of verbs and plurals of nouns e. Etymology f. Definition g. Synonyms and antonyms 2. Have students describe the function of the following reference materials: a. Encyclopedia b. Atlas c. Readers' Guide to Periodical Literature d. Thesaurus e. Almanac f. Dictionary/Glossary	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.097	LEXICOGRAPHY Objective No. 7.5.21 (Continued) 3. Give students a variety of subjects or topics and have them indicate what reference source they would consult <u>first</u> in attempting to locate information on each subject.	

GRADE 8

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Non-Verbal Communication x-4.070	COMMUNICATION OBLIGATIONS Objective No. 8.1.1 The student understands the responsibilities of both the message-sender and the message-receiver for non-verbal messages communicated. Sample Exercises/Suggested Activities: 1. After illustrating different types of body-language messages to the class (i.e., hands on hips indicating a stern attitude about something, forefinger on lips to signal "No talking," hand waving to indicate a greeting or parting), have students discuss the kinds of responsibilities of both the sender and the receivers of such messages. E.g., if the student sees the teacher's signal for "No talking," is he free to continued talking? On the other hand, if the teacher has not made sure the student has seen the teacher's signal, should the teacher still expect the student to stop talking? If a person waves a friendly greeting to another and the second person sees the first person's wave but fails to return it, will the first person be justified in thinking that the second person does not wish to be friendly? 2. Have students make a list of non-verbal signals of approval and of disapproval as communicated by certain of their peers (or their teachers) with whom they have had close associations for some time. Have students discuss these communications and the kinds of responsibilities they involve. 3. Assign students to observe other students over a two-day period to try to detect a non-verbal message for which either the sender or the receiver failed to accept proper responsibility. Have them report their findings to the class. 4. Have students discuss the following "loaded" question: Why do some people believe they have every right to pretend that they have not received a message when that message was expressed only in non-verbal language?	
x-4.070	RESPONSE Objective No. 8.1.2 The student understands the role of non-verbal communication in drama, other art forms, and mass media.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Non-Verbal Communication x-4.070	RESPONSE Objective No. 8.1.2 (Continued) Sample Exercises/Suggested Activities: 1. After students view a selected filmstrip or 16 mm. film without sound, have students write a paragraph on the content. (Students will have to interpret non-verbal language in order to derive meanings.) 2. After students observe non-verbal scenes pantomimed by peers, have students describe the activity by answering specific questions or by writing a summary of the story-line for the activity. 3. Have groups of students watch various types of television presentations without sound (drama, comedy, commercials) and take notes on non-verbal language used. Discuss the impressions or moods conveyed. 4. Show students a painting of a vase of flowers and another painting of pounding ocean surf. Ask them to try to explain why one painting falls into a category of paintings called "Still Life" (vase of flowers) while the other (pounding surf) does not. Answer: the difference is determined, in part, by the different non-verbal messages found in paintings. 5. Political candidates are sometimes shown on television in speech-making scenes. Many times the candidate will be shown making gestures and changing facial expressions. On the other hand, news commentators never make gestures on television and change their facial expressions only very slightly. Have students discuss the question: "Why does the political candidate use gestures and why does news commentator <u>not</u> use gestures?"	
Non-Verbal Communication x-4.071	BODY-ACTION LANGUAGE Objective No. 8.1.3 The student uses body language (facial expressions, body positions, body movement and timing) to send messages that are perceived and understood by another person. Sample Exercises/Suggested Activities: 1. Using body language, have a student communicate a selected emotion (anger, impatience, tiredness, sadness, fear) to his peers. Have other members of the class identify the emotion orally or in writing.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Non-Verbal Communication x-4.071	BODY-ACTION LANGUAGE Objective No. 8.1.3 (Continued) 2. Have students pantomime scenes such as school or family activities, T.V. commercials, stories, or poems. Ask other members of the class to identify and interpret the messages of these pantomimed scenes.	
Non-Verbal Communication x-4.072	INTERPRETATION OF INANIMATE OBJECTS Objective No. 8.1.4 The student recognizes the messages communicated by such non-verbal stimuli as personal appearances, possessions, structural designs, and environments. Sample Exercises/Suggested Activities: 1. Give students a list of items, e.g., a crown, cap and gown, blue ribbon, wedding ring, badge. Have the class tell what the wearing of each item communicates. 2. Show pictures of people in specific types of attire and have students try to determine their personalities (ahtlete, intellectual, wealthy, sloppy). 3. Show students pictures of structural symbols (traffic signs, church steeples, a barber pole, a cross, golden arches) and have them indicate the message conveyed by each. 4. Have students work in groups and compile lists of personal possessions which a detective might find useful in trying to learn the following kinds of information about a person: a. possessions that might indicate economic status; b. possessions that might indicate hobbies or recreational activities; c. possessions that might indicate social status; d. possessions that might indicate the geographic region, climate, and season of year in which the person may be living.	
x-4.072	SPACE AND TIME AS NON-VERBAL STIMULI Objective No. 8.1.5 The student recognizes that time and space factors contribute meanings in non-verbal communications.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Non-Verbal Communications x-4.072	SPACE AND TIME AS NON-VERBAL STIMULI Objective No. 8.1.5 (Continued) Sample Exercises/Suggested Activities: 1. Give students a list of situations, e.g., choice of seat on an uncrowded bus, size and arrangement of teacher-student desks, a king and his throne, a speaker and his stage. Have students tell how these spatial arrangements communicate attitudes and feelings. 2. Give students a list of these terms: make up time, waste time, lose time, save time, kill time, etc. Have students explain why an understanding of these terms is important to communication. 3. Give students a list of situations such as being late or early for a party, for school, for an appointment with the principal or a close friend, for football practice. Discuss how these situations might communicate eagerness, promptness or thoughtlessness. 4. Select several students and arrange them into small groups of two and three students each. Assign each group a topic to be discussed. To some groups assign topics of broad, general interest (i.e., topics related to sports, politics, vacations, school activities). To the other groups assign topics of a more personal, limited interest (i.e., topics related to personal habits, dress, dating, religion, parental discipline). Locate all groups so that the rest of class may observe interaction within each group. Have class members not participating in groups determine if the topic each group is discussing is (1) a broad, general topic or (2) a personal topic. (Answer: Students should deduce correct answers on the basis of space relations demonstrated in group interaction. Students who seem to get close to each other will probably be discussing a personal topic. Students who tend to stay somewhat apart will probably be discussing a general topic.)	
Oral Communication x-4.073	LISTENING: DISCRIMINATION Objective No. 8.2.1 The student responds appropriately to oral communication as evidence of having listened discriminately. Sample Exercises/Suggested Activities:	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.073	LISTENING: DISCRIMINATION Objective No. 8.2.1 (Continued) 1. Play a record of assorted sounds (nature, music, transportation, etc.) and have students raise hands upon hearing specific sounds (bird, violin, train). 2. Ask a specific student a question and have him repeat the question before answering it. 3. Present a sequence of directions that require students to respond to questions that apply specifically to them. a. All students with blue eyes, stand up. b. All students who ride the bus, raise your right hand. c. All students born in May, turn around.	
x-4.074	LISTENING: COMPREHENSION Objective No. 8.2.2 The student employs appropriate listening techniques as evidence of understanding his/her role as a listener (e.g., listening for details, listening for sequence, listening for main idea, listening for cause-and-effect relationships, listening for conclusion, etc.). Sample Exercises/Suggested Activities: 1. Choose a news story and read it to the class. Have students demonstrate they have listened for details by writing the five W's found in the news story (who, what, when, where, why). 2. Have a student read a selection aloud while the other class members listen. During a second reading, students may take notes. With the help of their notes students will write in complete sentences the main ideas of the passage. Students may exchange papers, read them aloud, discuss the main ideas of the selection. 3. Divide the class into groups. Have each group prepare a public announcement using sequential directions such as those frequently listed for a fire drill or other emergency. Have one student in each group read the directions once. To see how well group memebers listened, have individual students repeat the directions in the order in which they were stated.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.074	LISTENING: COMPREHENSION Objective No. 8.2.2 (Continued) 4. Give students a list of statement of "cause and effect" such as: a. Terry is sick again. I see that she's not in school today. b. Linda came without her homework today. She's lazy. (Add other pairs of statements as needed.) Have students analyze each pair of statements given to determine which statement identifies the effect and which identifies (or infers) the cause. After this activity, have students substitute different cause statements for the ones given in each pair of statements. 5. Ask students to discuss this question: Whenever someone makes a statement that identifies an effect, why is it that most listeners also want to know what caused this effect? (As part of the possible answers should be recognition of the fact that understanding the motives for the actions of others are important for maintaining intelligent, pleasing relationships with other people.)	
x-4.075	LISTENING: ANALYSIS Objective No. 8.2.3 The student draws conclusions from an oral presentation by identifying propaganda techniques and by distinguishing among fact, opinion, and inference. Sample Exercises/Suggested Activities: Note: Give students adequate definitions and illustrations of fact, opinion and inference. 1. Give students pairs of statements. Have them label each pair fact or opinion. Example: A. This car is a junk heap. opinion B. This car's engine won't start. fact 2. Show students a picture of a given situation. Read aloud a list of statements concerning the picture and have students label each statement as fact, opinion or inference. 3. DIRECTIONS: Following are brief examples of propaganda devices. Listed below are names of each. Place the letter of the appropriate name in	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.075	LISTENING: ANALYSIS Objective No. 8.2.3 (Continued) blank before each example. a. Bandwagon d. Testimonial b. Cardstacking e. Namecalling c. Plain Folks f. Glittering Generalities g. Transfer _a_ A. Nine out of ten Americans turn to Exaspirin for fast relief of minor headaches. _c_ B. I'm just a plain old country lawyer. 4. Have selected students prepare and present orally a few frequently heard radio commercials to the class. Have other class members determine which propaganda devices are being used in the commercials. Following this analysis, have students state their opinions about the merits of the products or services advertised. (Note: Such opinions should represent conclusions formed as a result of achieving Objective 8.2.3.)	
Oral Communication x-4.076	SPEAKING: CONVERSATION AND DISCUSSION Objective No. 8.2.4 The student effectively communicates orally when placed in a situation that requires his participation. Sample Exercises/Suggested Activities: 1. Have students tell a story in their own words based on an experience, a movie, a television program, a picture, or something someone else told them. 2. Divide the class into groups. Give each group a situation and have students develop and present the dialogue of the situation to the class. Example: a. A girl asking permission to go to a dance with a boy she likes. b. Parents and teen-ager discussing the appearance of the teen-ager's room. c. A boy discussing with his mother his suspension from school. 3. Divide the class into groups. Have each member of the group introduce himself as it comes his turn by telling his name, what the front door of	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication t-4.076	SPEAKING: CONVERSATION AND DISCUSSION Objective No. 8.2.4 (Continued) his house looks like, and what his favorite food is. Following this get-acquainted warm-up, have the group elect one of its members as the group spokesman. Then give each group a topic to discuss which requires the group to make a decision or draw a conclusion. The spokesman for the group will later state to the entire class what decision or conclusion the group made.	
t-4.076	SPEAKING: FORMAL ORAL PRESENTATION Objective No. 8.2.5 The student delivers an oral presentation designed for a specific purpose and prepared according to given criteria. Sample Exercises/Suggested Activities: 1. Persuasive Speech Purpose: To win the listener over to the speaker's side Time: 7-10 minutes Plan: Three parts (Write the speech in full.) I. Introduction: Thesis statement (two or three sentences) A. Define the problem (One of the most controversial issues is . . . .) B. Take a stand (I believe ....) (Do not depart from stand) II. Body A. Present the history of problem (If necessary to understand I. A.) B. Give your arguments for your stand: (at least 3) C. Support your arguments with quotations from authorities. (Give credit) III. Conclusion A. Sum up arguments B. Return to stand Either or both 2. Physical quality checklist and rating scale (1-2-3-4-5) A. Approach and posture B. Eye contact C. Preparation	141

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.076	SPEAKING: FORMAL ORAL PRESENTATION Objective No. 8.2.5 (Continued) D. Vitality and enthusiasm 3. Listening checklist and rating scale (1-2-3-4-5) A. How well did you focus your attention on the speaker? B. Did your behavior keep others from listening? C. Did you interrupt the speaker? 4. Some extra Do's and Don't's for oral presentations A. Write your speech in full. B. Place it in a hardback folder. C. Do not memorize the speech but know it fairly well. D. Have eye to eye contact with audience. E. Practice before a mirror so that you glance only occasionally at manuscript. F. Don't wear dangling jewelry. G. Don't touch hair. 5. Have students give oral book reports using standard English, appropriate gestures and an organized format. 6. Coach students in orderly procedures for managing a panel discussion. Then have four or five students form a panel to make a panel presentation to the class.	
Oral Communication x-4.077	SPEAKING: BASIC SPEECH TECHNIQUES Objective No. 8.2.6 The student demonstrates his ability to make an oral presentation using appropriate speech techniques: variation in pitch, volume, and forcefulness; variation in rate of speech; articulation; pronunciation; and correct posture. Sample Exercises/Suggested Activities: 1. Have students give speeches to inform, persuade, entertain or demonstrate. Require them to use the standard outline of Introduction, Body and Conclusion and employ the following techniques correctly: volume, pitch, tone, enunciation, pronunciation, rate, posture, and gestures. (Note: Personal coaching of each student may be needed.) 2. Have students draw topics from a box and give impromptu speeches using appropriate speech techniques.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Oral Communication x-4.077	SPEAKING: BASIC SPEECH TECHNIQUES Objective No. 8.2.6 (Continued) Example topics: a. My Most Embarrassing Moment b. If I Were An Animal I would Be . . .. c. If I Could Make Any Changes In This School I Would . . .. d. If I Could Go Anywhere I Would Go To . . .. 3. Have students say "tongue twisters" and perform other oral drills designed to improve their enunciation, pronunciation, and articulation.	
Oral Communication x-4.078	SPEAKING: FORMAL ORAL PRESENTATION ANALYSIS Objective No. 8.2.7 Given short sample speeches, the students analyze the techniques used, probable purposes and the expected audience response. Sample Exercises/Suggested Activities: 1. Give students a printed copy of a short speech. Have the class discuss its probable purpose and the expected audience response. 2. Have students observe peers presenting speeches. Using checklists, the class members will analyze the techniques employed by speakers. Use the checklist shown below or devise another more appropriate:	

Name	Volume	Enunciation	Pronunciation	Rate	Posture	Gestures	Eye Contact	Pitch	Stress	Gram.

Scale
1 - poor
2 - fair
3 - good

3. Provide speakers with peer-analyses of their speeches and give them additional speaking assignments in which they specifically concentrate on improving one or more deficiencies.

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.082	SHORT STORY AND NOVEL: SEQUENCE Objective No. 8.3.1 The student demonstrates ability to follow the sequence of events in short stories and novels. Sample Exercises/Suggested Activities: 1. DIRECTIONS: Read the short story "Flight" by John Steinbeck, and write five major events in the order that they happened in the story. SAMPLE ANSWERS: a. Pepe went to Monterey for his Mother. b. Pepe knifed a man at Mrs. Rodriquez's house. c. Pepe escaped to the mountain to run away from his crime. d. Pepe was shot by the men. e. Pepe died and his body was covered by an avalanche. 2. Have the students read a novel containing events in a person's life, and have them write the sequence of events in the book. DIRECTIONS: List five major events of The Pearl by John Steinbeck in chronological order of the person's life as depicted in the book. SAMPLE ANSWERS: a. Kino found a valuable pearl. b. The baby was bitten by a scorpion. c. Kino killed a man in a fight. d. Kino and his family escaped to the mountains. e. They returned to the village and threw away the pearl.	
Literature x-4.084	SHORT STORY AND NOVEL: CHARACTER DEVELOPMENT Objective No. 8.3.2 The student recognizes elements of fictional characters and methods of character development in short stories and novels. Sample Exercises/Suggested Activities: 1. Give students passages in which the character is revealed through his language, age, sex, education, occupation, and/or origins. Have the student specify what they know about the character and indicate what	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	SHORT STORY AND NOVEL: CHARACTER DEVELOPMENT Objective No. 8.3.2 (Continued)	

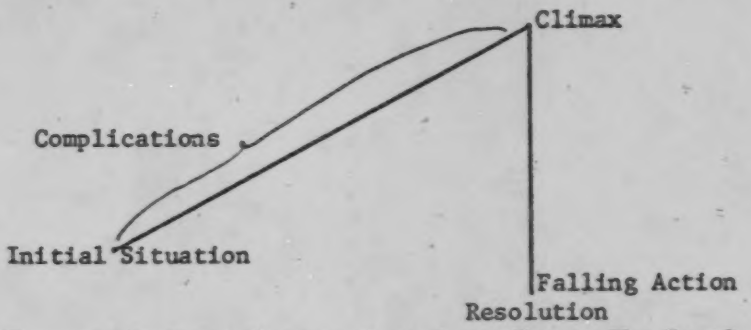
expressions revealed the information to them.

Example:

What's wrong with long hair? It doesn't get in my road when I set with my books, and beside that, my girlfriend likes it. I may have to get something done to it for the prom, but that's no big deal.

Age	About 18	Going to the prom
Sex	Male	Complaint about long hair; mention of girl
Education	High School	Going to the prom /friend
Occupation	Student	References to books, school activities
Origin	Unknown	

2. Have students read selected character-revealing passages from "The Ransom of Red Chief" by O. Henry. Ask students to cite passages which reveal the character of Bill, Red Chief, and the narrator.
3. Help students synthesize their knowledge about character development in fiction by reviewing the following:
   a. Most authors develop the characters in their stories by
      (1) telling the reader about the character,
      (2) actions and statements of the character,
      (3) what other characters in the story say about the character
   b. Characters in stories are classified as either "round" or "flat". A "round" character is usually very important in the story and is as fully developed as possible. Whenever a character is developed very fully in a story, the character is called a "round" character. A "flat" character is shown in a very limited view to the reader. Only one side of the "flat" character is revealed because the role of the character in the story requires only this limited view. Most short stories have only one "round" character; novels usually have several.
4. Give students the names of two literary characters from short stories previously studied. Have the students list points of comparison and contrast.
   a. Nace and Osbourn, the two climbers, in J. R. William's "Top Man"
   b. Red Chief in "Ransom of Red Chief" and the child in "Charles" by Shirley Jackson

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	SHORT STORY AND NOVEL: DEVICES AND STRUCTURES Objective No. 8.3.3 The student recognizes various literary devices and structural development in short stories and novels. Sample Exercises/Suggested Activities: 1. Give students selected passages from the short stories "The Ransom of Red Chief" by O. Henry and/or "To Build a Fire" by Jack London. Have the students locate examples of <u>irony</u> and <u>foreshadowing</u> in the selected passages. 2. Assign students a selected short story to read. Have students draw a linear graph of the story's plot structure to include in the order they occur such elements as initial situation, complication, climax, falling action, and resolution. Suggested stories: "Top Man," "Ransom of Red Chief," "To Build a Fire," "Dr. Heidegger's Experiment." (Sample linear graph. Have students fill in phrases to agree with story being read.)  3. Have students read a novel such as <u>Shane</u>, <u>The Pearl</u>, or <u>Animal Farm</u> and identify specific elements of novels previously studied in the particular novel they read. Elements most students should be able to identify include the following: a. characterization b. foreshadowing c. flashback d. setting e. irony, satire f. symbolism g. pathos, tragedy h. theme(s), lesson(s), moral(s) i. humor, "tongue-in-cheek," burlesque	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.083	POETRY AND DRAMA: READING SKILLS Objective No. 8.3.4 The student exhibits proficiency in particular skills essential for reading the literature of poetry and drama. Samples Exercises/Suggested Activities: 1. Have students listen to recordings or oral readings of selected poems which demonstrate accurate oral interpretations of the poems. Have the students sight-read copies of the poems while they listen to the recordings or oral readings. Then have students read the same poems aloud, trying to imitate the oral interpretations to which they have been listening. Follow this activity with a discussion about reading rhythms, stress patterns, voice qualities to produce certain moods, when and when not to make an oral pause, etc. as these skills apply to the reading of poetry. (Note: Help students to realize that most poetry is meant to be read aloud.) 2. Following readiness experiences (such as No. 1 above), have students discuss techniques of analyzing and evaluating oral interpretation of poetry and develop their own set of criteria for making such evaluations. Then have students make tape recordings of poems read aloud by fellow students and evaluate these taped readings according to their previously developed criteria. 3. Help students to read plays by giving them a list of terms applicable to drama; and define, illustrate, and discuss these terms until most students indicate an accurate understanding of them. Included in this list should be the following terms: dialogue; play divisions (acts, scenes, actors' lines); directorial words; setting; characterization. Then have students read a short play such as "The Happy Journey to Trenton and Camden," by Thornton Wilder, which illustrates each of these terms or play script elements.	
Literature x-4.084	INTERPRETATION: MOOD, SETTING, POINT OF VIEW, THEME Objective No. 8.3.5 The student identifies the elements of mood, setting, point of view, and theme in a literary selection to support his interpretation of the selection.	147

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Literature x-4.084	INTERPRETATION: MOOD, SETTING, POINT OF VIEW, THEME Objective No. 8.3.5 (Continued) Sample Exercises/Suggested Activities: 1. After the elements of mood, setting, and theme have been thoroughly explained to students and illustrated by passages from literary selections, assign a specific selection to students and have them locate these elements and cite particular passages to illustrate these elements. The following short stories are recommended for this activity: "The Flying Machine," "Dr. Heidegger's Experiment." 2. Give students excerpts from narrative prose fiction, such as "Top Man," with the point of view clearly identifiable as first person, third person, or omniscient. Have students name the point of view of the narrator of each selection. Omniscient Alto picked the letter from the table and laughed inwardly as he always did when he read his own name. "Alto." Yes, it was his real name, not a nickname. It didn't signify that he played the "alto saxophone" or the "alto clarinet" or that he sang alto. (As a matter of fact, he played the drums.) First "I had called upon my friend, Mr. Sherlock Holmes, one day in the autumn of last year and found him in deep conversation with a very stout, florid-faced, elderly gentleman with fiery red hair. With an apology for my intrusion, I was about to withdraw when Holmes pulled me abruptly into the room and closed the door behind me." Sir Arthur Conan Doyle	
Literature x-4.084	INTERPRETING NON-FICTION Objective No. 8.3.6 The student recognizes the distinguishing characteristics of non-fiction. Sample Exercises/Suggested Activities: 1. Help students to formulate their own "working" definition of non-fictional literature; e.g., it is true-to-life; its subject or theme deals with the real world; non-fiction "characters" are real people, etc.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	INTERPRETING NON-FICTION Objective No. 8.3.6 (Continued) 2. Provide students with a variety of non-fiction forms such as newspaper editorials, news stories, feature articles in newspapers or magazines, selected passages from subject-matter textbooks, both short and book-length biographies and autobiographies, information booklets such as a driver's license handbook or a recipe book, and special subject-matter books such as a book on coin collecting or travel forms, and have them deduce (from their examination and additional guidance from the teacher) the distinguishing characteristics of non-fiction literature. 3. Assign students to read a specific type of non-fiction (e.g., a feature article from a magazine). Devise questions suited to the form and have students answer these questions as a mode of interpreting the specific type of non-fiction they have been reading. 4. Have students read a newspaper story and answer questions that begin with who, what, when, where, how. DIRECTIONS: (NOTE TO TEACHER: This is merely an example. Current newspaper stories should be used.) Read the following newspaper story and answer the questions that follow. A house built by Larry Hart, 24, Bill Murdock, 26, and Hal Finnegan, 32, was destroyed by fire last night at 2015 Veteran Avenue. Firemen had the blaze under control after ten minutes, but the house was completely destroyed. The men had built the house last April and had just finished painting it when the fire broke out in some rags left in the house for several days. Fire chief Tom Brice said that he believes the rags burst into flames by themselves. a. Where was the house built? 2015 Veteran Avenue b. Who built the house? Larry Hart, Bill Murdock, Hal Finnegan c. When was the house built? last April d. What happened to the house? It was completely destroyed by fire. e. Why did the fire start? Some rags burst into flames. f. How was the fire controlled? by the fire department	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	AIDS TO INTERPRETATION: FIGURES OF SPEECH Objective No. 8.3.7 The student recognizes figures of speech in poetry and prose. 1. Give students a definition and example of a simile and sentences containing a simile. Have students identify the simile in each sentence. A simile compares two things by using like or as. For example, Bill is as sly as a fox. a. John is as slow as molasses when it comes to doing his homework. b. He really is as dumb as an ox. c. On the other hand, Mary is as smart as a fox when it comes to boys. d. He's as cold as ice when it comes to meeting people. e. My car is as fast as lightening when it's in good running order. f. Her teeth were like pearls. g. "My luv is like a red, red rose." -Robert Burns 2. Have students look at the definition and example of a metaphor below and underline all the metaphors in the sentences below. A metaphor is a word or phrase which states that one thing is another. For example, "The road was a ribbon of moonlight over the purple moon." a. I forgot that he was an elephant when it came to dancing. b. My mother is a pillar of strength for our whole family. c. He's a waterworks at romantic movies. d. She's dynamite! e. Marlene is a nut when she gets in a crowd of people. 3. Have students look at the definition and the example of onomatopoeia below, then complete the exercise. Onomatopoeia is the use of words whose pronunciations suggest their meanings. For example, "hiss," "slam," "buzz," "whirr," "sizzle." Underline the examples of onomatopoeia in each of the sentences below. Circle the letter at the left of the sentence which best describes the effect of the onomatopoeia on the meaning of the sentence. a. The zooming jet polluted the sky. 1) Reproduces the sound of a sonic boom. 2) Emphasizes the distasteful pollutants. 3) Gives the feeling of a plunging airplane. (4) Communciates the speed of the roaring plane. 5) Reproduces the vibration of the wings.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	AID TO INTERPRETATION: FIGURES OF SPEECH Objective No. 8.3.7 (Continued) b. The dog growled deep in his throat. 1) Communicates a loving feeling like a cat's purr. 2) Reproduces the dog's sound. 3) Communicates an appreciative attitude. 4) Communicates the dog's fear. 5) Shows the motion of the dog's muscles. 4. Give students a definition and example of personification and passages containing personification. Personification means speaking of an inanimate object or abstract idea as if it were human. For example, "The moon takes up the wondrous tale And nightly to the listening earth Repeats the story of her birth."--Joseph Addison Have the students underline in each of the following paragraphs an example of personification. a. As we walked through the part and waited in the appointed area for our friends to come, we noticed that there were few people around. Fear crept over us as the park became completely deserted. Surely our friends would not be much longer in arriving. b. The evening was almost over, but just as we were about to leave, lightning skipped across the sky and a cloudburst of rain came down. We wondered if we would ever get home in all that downpour. c. The dancing waves leaped into the air in wild abandon as the wind increased in strength. 5. Have students look at the definition and the example of an apostrophe below, then underline all the apostrophes in the sentences which follow. An apostrophe is a figure of speech in which the writer turns away from his subject to address an object, abstraction, or person usually dead or absent. For example, "O death, where is thy sting? O grave, where is thy victory?" a. "Oh little town of Bethlehem, how still we see thee lie...." b. O Sea, send your gigantic waves to elate the surfer. c. Roll on, thou deep and dark-blue Ocean, roll! d. O Time, hold back your cruel hand. e. Blow on, you scowling, raging winds. f. Open now, you unyielding desk drawer.	151

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Literature x-4.084	AIDS TO INTERPRETATION: FIGURES OF SPEECH Objective No. 8.3.7 (Continued) g. O Fear, remove your horror from my sight. Note: The above examples usually signal the beginning of an apostrophe. The actual apostrophe may frequently consist of several lines. 6. Have students look at the definition and example of hyperbole below, then underline all of the hyperboles in the sentences which follow. An hyperbole is a figure of speech which is an obvious and intentional exaggeration. For example, "We waited an eternity for our new car to arrive." a. I was so hungry I could have eaten a horse. b. He was bigger than an elephant. c. As a marksman he couldn't hit the broad side of a barn. d. This dress is older than the hills. e. I reworked the geometry problem thousands of times and never could find the solution. f. He weighs just a little less than an elephant. g. I warned them ten thousand times about playing in the street. h. There were a million and one ants climbing up the side of our cookie jar. i. Her face turned purple with rage when she saw the crumpled fender on her new car. j. We checked miles of adding tape but could not find the error.	
x-4.084	INTERPRETING POETRY: RHYME SCHEME Objective No. 8.3.8 The student identifies the rhyme scheme of a given poem. Sample Exercises/Suggested Activities: 1. Explain to students that to indicate the rhyme scheme a poem uses, one uses the letters of the alphabet to indicate successively new rhyming sounds. In this example, the rhyming word two is indicated as a and the next new sound at the end of a line is indicated as b. One, two — a Buckle my shoe — a Three, four — b	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	INTERPRETING POETRY: RHYME SCHEME Objective No. 8.3.8 (Continued) Shut the door b Five, six c Etc. For the following limerick, have students indicate the rhyme scheme by writing the appropriate letter in the blank at the end of each line. a. I sat next to the Duchess at tea. a It was just as I feared it would be. a Her rumblings internal b Were simply infernal b And everyone thought it was me. a b. There was a young lady of Lynn a Who was so uncommonly thin a That when she essayed b To drink lemonade b She slipped through the straw and fell in. a	
x-4.084	INTERPRETING POETRY: RHYTHM (METER) Objective No. 8.3.9 The student identifies the four major kinds of metrical feet and the number of metrical feet in a line of poetry. Sample Exercises/Suggested Activities: 1. Illustrate for students that, just as music often produces a reaction in us by causing us to tap our feet "in time to the music," the accents of poetry, like the beats of music, produce a rhythm, or "meter." (One illustration could be the reading of a poem or the lyrics of a song followed by the playing of the same lyrics set to music.) Give students the following information:	

Name of foot	Number of Syllables	Syllable accented	Example
iamb	two	second (∪/)	ăwáy
trochee	two	first (/∪)	héavy
anapest	three	third (∪∪/)	ăt thĕ tóp
dactyl	three	first (/∪∪)	ányŏne

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.084	INTERPRETING POETRY: RHYTHM (METER) Objective No. 8.3.9 (Continued) Explain that the adjective forms of the names for the natural rhythms of words and phrases are iambic, trochaic, anapestic, and dactylic. Illustrate that the number of feet in a line has an effect on the rhythm of a poem. The shorter lines are light and bounch, the longer lines involved and mysterious; and the average, four-or-five-foot lines are conversational and serious. 2. Have students mark the accented and unaccented syllables in the following lines of poetry and draw a slanted line between the feet. Have students indicate the predominant kind of rhythm (meter) and the number of feet in blanks provided. a. "Be sí/lent al/ways when/you doúbt/your sense." -Alexander Pope Description of meter No. of feet iambic 5 b. "Tell me/not in/mournful/numbers." -Henry Longfellow trochaic 4 c. "And the wi/dows of Ash/ur are loud/in their wail." -Lord Byron anapestic 4 d. "This is the/forest pri/méval. The/murmuring/pines and the/hemlocks." -Henry Wadsworth Longfellow dactylic 6	
x-4.084	INTERPRETING POETRY: TYPES Objective No. 8.3.10 The student identifies and interprets a variety of types of poetry. Sample Exercises/Suggested Activities: 1. After students have been given instruction in the characteristics of various types of poetry (e.g., haiku, cinquain, diamante, lyric poetry, narrative poetry, free verse, etc.), have them identify the specific type of a given selection. (See WCO's, pages 1345-1365.) 2. Give students two or more poems of different types to read and interpret; then have them write a prose paraphrase of the poems and identify each poem according to type.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.085	EVALUATION OF LITERATURE Objective No. 8.3.11 Given a literary selection the student evaluates the techniques employed and/or values reflected in the selection and supports this evaluation with passages from the selection. Sample Exercises/Suggested Activities: 1. The teacher defines, explains, and illustrates selected (appropriate for grade level) literary techniques (e.g., modes of character development; point of view; beginning the story in the middle of the action; use of techniques of flashback, foreshadowing, and relief; figurative language; theme or dominant idea; stylistic use of language; etc.) and/or values reflected in literary selections (e.g., love, brotherhood, industry, prejudice, perserverence, courage, duty, loyalty, kindness, etc.) (Suggested works: "Diary of Anne Frank," "The Red Pony," "To Build a Fire," "Dr. Heidegger's Experiement") 2. The student reads assigned selections to identify partiuclar techniques and/or values and to make judgmental statements as to whether these techniques and/or values add to or detract from the quality of the selection. 3. DIRECTIONS: Following is a description of an event. It is written so that the reader will feel generally happy or favorable toward what happened. Rewrite the description of the event, using approximately the same number of words, so that the reader will dislike what is happening. Event: The work-worn little old man limped slowly down the street, his cane tap-tapping, double tapping with each merry step. His eyes darted left and right and a brimming smile greeted each passerby. Suddenly he saw a twenty dollar bill on the pavement before him. Before the wind could whip it away, he tapped his cane onto it, looked right and left for its owner, and then bent painfully to retrieve it. "Why goodness me," he declared, "and just when I wondered where my next meal was coming from." After students have rewritten the passage, ask several students to volunteer to read their rewritten versions aloud. Encourage other students to identify word choices that the student-authors made which changed the mood of the original passage.	155

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Literature x-4.086	PARTICIPATION IN DRAMATIC ARTS Objective No. 8.3.12 Given a variety of dramatic situations, the students perform in readers theater, oral interpretation, plays or skits in which literary selections are appropriately interpreted. Samples Exercises/Suggested Activities: 1. Assign a poem such as "The Raven," and have students read the poem exhibiting skills in oral interpretation. 2. Have students present a dramatic interpretation of a short poem or parts of short stories such as: "The Tell-Tale Heart," "Casey at the Bat," etc. 3. Have students present a play (e.g., "The Diary of Anne Frank"). 4. Have students select a chapter from "The Adventure of Tom Sawyer" to perform for the class using the above techniques. 5. Have students act out a scene from a dramatic selection based on their interpretations of setting, mood, and characterization as well as of the stage directions, (e.g., "Feathertop," "The Ugly Duckling").	
Written Communication x-4.087	CURSIVE HANDWRITING Objective No. 8.4.1 Given a printed passage, the student transcribes it legibly in cursive form, maintaining uniform letter size and slant, spacing between words and sentences, and dotting i's and crossing t's. Sample Exercises/Suggested Activities: Have student copy the following passage in cursive form. Mr. Thompson is a policeman. He helps us cross the street safely. He is always there to help. It does not matter if it is a cold, hot, or rainy day. He is always there. Everyone likes Mr. Thompson.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	COMPOSITION SKILLS: STANDARD ENGLISH USAGE Objective No. 8.4.2 Given appropriate selections, the student consistently employs appropriate usage in planned writing assignments. Sample Exercises/Suggested Activities: 1. Give the students a list of five simple sentences in each of which there is a lack of agreement in number between subject and the predicate verb. Have students correct the errors by supplying an alternative form of the subject or verb. Examples: a. He don't have his driver's license now. b. Shape, as well as size, help determine the value of the pearl. c. The girls in our class is planning a fashion show. d. Was you able to find Paintbox Summer in the library? e. Which one of the planets have a ring around it? 2. Give students a sentence which is ambiguous because of a misplaced modifier. Have students rewrite the sentence, clarifying the relationship between the modifier and the word it affects. Example: He walked back to the man standing on the corner, doing an about face. 3. Give students a sample paragraph containing incorrect usage such as faulty pronoun reference, dangling participles, and misplaced modifiers. Have students rewrite the paragraph correctly. 4. Give students a list of sentence fragments and run on sentences. Have students rewrite them as complete, clear sentences. Examples: a. Carole, who always gets A's in English b. Mary wrote the play last night she typed it this morning c. Susan went to visit her grandfather's farm and she stayed two weeks and she plans to return this summer. 5. Give students sentences which contain unnecessary words. Have students rewrite the sentences omitting the words. Examples: a. Bullfrogs they can leap two or more feet in one jump b. For a short time, he worked briefly at the garage c. Maureen said that if she could go to the dance that she would let me know.	157

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	WRITING MECHANICS: SPELLING Objective No. 8.4.3 The student demonstrates spelling proficiency in spelling exercises and planned writing assignments. Sample Exercises/Suggested Activities: 1. Have students identify the misspelled words in the following paragraph by underlining them. Have them correct the spelling by listing the words in their correct form on a sheet of paper. This dosen't sound like, me but when I was all most sicteen I got my first job. I would be payed fourty dollars a week. A freind in my grammer class reccommended the job to me because he herd they were haveing alot of bussiness. I had allways been hopeing for a brake like this. 2. Have students keep a journal of words marked for misspelling on writing assignments. Encourage students to find a "spelling buddy." Pairs of "spelling buddies" should periodically review each other on the words listed in their "spelling" journals.	
x-4.088	WRITING MECHANICS: CAPITALIZATION AND PUNCTUATION Objective No. 8.4.4 The student consistently uses correct capitalization and punctuation in planned writing assignments. Sample Exercises/Suggested Activities: 1. Give students a sample business letter containing capitalization errors. Have students rewrite the letter supplying capital letters where necessary. Example: ellsworth steel supply company 1483 Stratford Avenue Stratford, Connecticut 06498	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	WRITING MECHANICS: CAPITALIZATION AND PUNCTUATION Objective No. 8.4.4 (Continued) gentlemen: I wish to purchase a new plow attachment for the gravely tractor, model 1, which I purchased from you last march. Please send me a description of the plows available for this model, together with a list of prices. sincerely yours, Thomas R. Hauser 2. Give students three sentences each containing a direct quotation but without internal punctuation. Have students supply all punctuation necessary to clarify meaning. Example: a. "I believe there was a King Arthur," said Sir Mortimer Wheeler, "and the chances are six to four that he lived at South Calbury." b. "It's like Hamlet," Paul Edward, who play the ICA agent, said, "everybody gets it in the end." C. "Don't kiss the babies," she advised. "You'll lose the vote of this mother who thinks you're spreading germs."	
x-4.088	WRITING MECHANICS: BUSINESS LETTER STYLISTICS Objective No. 8.4.5 The student consistently uses correct style in writing business letters. Sample Exercises/Suggested Activities: Give the students the information necessary for composing a short business letter. Have students write the letter observing conventions of form including placement of parts, margins, indention, and capitalization and punctuation pertinent strictly to the letter form.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	WRITING MECHANICS: BUSINESS LETTER STYLISTICS Objective No. 8.4.5 (Continued) DIRECTIONS: Write a complete business letter of at least four sentences using the information below. Use standard business letter form, including your own return address, the date, the inside address, the salutation, the complimentary close, and the signature. Place each of the foregoing in the standard place on the page. You lost a wristwatch while shopping at Maas Brothers Department Store, West Shore Plaza, Tampa, Florida, on March 23, 1176. Write the Lost and Found Department reporting your loss and describing the watch. Ask if it has been found, and find out where you can call for it in the event it has been found.	
x-4.088	SENTENCE BUILDING Objective No. 8.4.6 The student employs a variety of techniques to construct grammatically correct and rhetorically appropriate sentences. Sample Exercises/Suggested Activities: 1. Have students revise and rewrite sentences to remove redundacy and cliches and to achieve conciseness and variety. Examples: a. What Jerry had to say regarding the topic he was discussing was that too many people are inadequately informed to be able to speak intelligently about the topic of international politics. Possible answer: Jerry said, "Not many people know enough about international politics to discuss the topic intelligently." b. He was dressed like a Philadelphia lawyer; she looked like she had stepped right out of a bandbox. Possible answer: Both the man and the woman were dressed in neat, fashionable clothing. 2. Give students four pairs of simple sentences such that in each pair there is a particular relationship implied between them. Have students combine	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	SENTENCE BUILDING Objective No. 8.4.6 (Continued) each pair into a compound sentence, using a coordinate conjunction or semicolon. Examples: a. Most of the boys attended the game. Jerry could not go. b. Father got the car ready for the trip. Mother packed a picnic basket. c. We cannot decide now. We must have more facts before a good decision can be made. d. Will he choose the green one? Will he choose another color? 3. Give students four pairs of simple sentences such that in each pair there is a particular relationship implied between them. Have students combine each pair into a complex sentence, using a subordinating conjunction which makes the relationship explicit. Caution students to subordinate only secondary ideas. Examples: a. The Pilgrims came to America. They were seeking religious freedom. b. That is Joe. He delivers our milk. c. Do you know any tricks? They might make the suspect confess. d. Mother entertained her guests. We children went to the movie.	
x-4.088	OUTLINING Objective No. 8.4.7 The student uses standard outline form and parallelism in writing an outline. Sample Exercises/Suggested Activities: Give the students an outline with flaws and a skeleton outline indicating the correct outline arrangement. Have students reorganize the outline appropriately and improve parallelism. DIRECTION: The outline on the left has a number of errors. It contains elements which are not parallel, main headings placed in sub-heading positions, sub-headings placed in main heading locations, and sub-headings placed under the wrong main headings. The blanks on the right present a correct analysis of the subject, if the appropriate phrases are placed in each blank. Take the phrases from the outline on the left and write them where they belong in the	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.088	OUTLINING Objective No. 8.4.7 (Continued) skeleton outline on the right. Buying a Used Car I. Cost A. Determining your requirements B. Power C. Size D. Miscellaneous II. Locating possibilities A. Friends B. Classified ads C. Used car dealers D. General background III. Evaluating an automobile A. Body condition B. You must check the motor C. Other parts Buying a Used Car I. ___ (I.A.) A. (I.B.) B. (I.C.) C. (III.C.) D. (I.) II. (II.) A. (II.A.) B. (II.B.) C. (II.C.) D. (I.D.) III. (III.) A. (II.D.) B. (III.A.) C. (III.B.) parallelism error	
Written Communication x-4.089	PARAGRAPH DEVELOPMENT: TOPIC SENTENCE Objective No. 8.4.8 Given information on the structure of a paragraph, the student identifies topic sentences and understands their relationship to other parts of the paragraph. Sample Exercises/Suggested Activities: Give students an expository paragraph without an expressed topic sentence. Have students write a topic sentence identifying the subject and making an assertion about it. DIRECTIONS: Read the following paragraph, and then write a topic sentence below it. Remember that a topic sentence must name the subject of the paragraph and make an assertion about it.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.089	PARAGRAPH DEVELOPMENT: TOPIC SENTENCE Objective No. 8.4.8 (Continued) Black men accompanied the early explorers and conquerors to the Americas, and legend has it that one of Columbus's captains was black. The first Blacks came to the American colonies in 1619, which was before the Pilgrims came to Plymouth, Massachusetts. Most people don't know that there were over 5,000 Black cowboys wandering around the West in the late 1880's and that Blacks have made important contributions in city planning, manufacturing, astronomy, medicine, and many other fields. Black men have made many more contributions to the settlement (progress) of American than most people realize.	
x-4.089	PARAGRAPH DEVELOPMENT: SPECIFIC METHODS Objective No. 8.4.9 Given a topic sentence, students produce paragraphs developed by some specific method. Sample Exercises/Suggested Activities: 1. DIRECTIONS: Write a paragraph of at least five sentences explaining the cause and effect relationship (How does compulsory education contribute to the literacy of the population?) in the following topic sentence: Compulsory schooling has resulted in a more literate population. 2. DIRECTIONS: Read the topic sentence below. It is the topic for a paragraph of comparison or contrast, depending on which of the two words in the box you choose. Decide whether you prefer to write a paragraph of contrast or comparison. Mark through the word you don't plan to use. Write a paragraph of about 100 words, supplying three points of contrast or comparison. Columbus and the astronauts are in many ways quite (similar / different) 3. Have students write a descriptive paragraph of any familiar place so that a reader can form a clear image of the place and the arrangement of the items in view. DIRECTIONS: Write a paragraph describing your classroom. Select five to eight important objects. To give a clear picture of the classroom, tell	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.089	PARAGRAPH DEVELOPMENT: SPECIFIC METHODS Objective No. 8.4.9 (Continued) where objects are located. Arrange the details in any order so a reader can see in his mind how the room looks. 4. The sentences in the paragraph below are in random order. In the numbered blanks below, place the letter which precedes the sentence that should be written in the sequential position in order of importance. (a)The case for more scholarships for deserving students is a strong one. (b)Moreover, the threat from the Communist world increases as each year it produces more and more trained scientists and technicians. (c)We must not risk the loss of fine students who may not be able to continue in college without financial aid. (d)Our expanding economy requires more and better leaders. (e)But most important, we must not waste America's greatest resource--the human brain. (f)We too must train or run the risk of being beaten. Correct Response: 1. (a) 4. (b) 2. (c) 5. (e) 3. (d) 6. (f)	
Written Communication x-4.090	THEME DEVELOPMENT Objective No. 8.4.10 Given instruction in theme development, students produce a composition of more than one paragraph using transitional devices effectively. Sample Exercises/Suggested Activities: 1. Have students select one of several topics listed and write a composition of at least three paragraphs about the topic using transitional devices effectively. Suggested Topics: HOW TO FIX A FLAT TIRE GETTING READY FOR THANKSGIVING THE GAME I PLAYED BEST 2. DIRECTIONS: Following is a paragraph which is slightly confused. Decide on the two main ideas it contains and separate the supporting statements for each. Rewrite the paragraph into two separate paragraphs. Be sure	

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Written Communication x-4.090	THEME DEVELOPMENT Objective No. 8.4.10 (Continued) you place a transition between them. (1) In the North children enjoy the changes in the seasons. (2) In the South it never gets too cold. (2) One can go swimming all year long. (2) Life in the South is too much alike from one day to the next. (1) Life in the North is varied so that in one season you can swim and water ski, and in the next you can ice skate and ski. (1) The landscape changes color and the air changes flavor with the passing seasons. (2) The sky is always clear and blue, and the ground is always lush and summery. (1) It's such a pleasure to look forward to something new coming.	
Written Communication x-4.091	CREATIVE WRITING Objective No. 8.4.11 Given instruction in basic composition and literary skills, students produce imaginative writing which follows the conventions of simple literary form. Sample Exercises/Suggested Activities: 1. Have students read a short story, narrative poem, one-act play, or essay; then have them write a summary of the points, statements, facts, or events in the order of their original appearance, omitting all but the essentials. DIRECTIONS: Read the poem "Death of the Hired Man" by Robert Frost. after reading this poem, summarize the essential events. 2. DIRECTIONS: Complete the following limerick by writing a last line. Be sure that the line you add makes sense, rhymes with the appropriate earlier lines, and has the same rhythm as the rest of the verse. 1. There was an old man of Peru Who dreamed he was eating his shoe. He awoke in the night In a terrible fright (Write your last line here.) 2. A tutor who tooted the flute Tried to tutor two tooters to toot, Said the two to the tutor, "Is it harder to toot or...." (Write your last line here.)	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.091	CREATIVE WRITING Objective No. 8.4.11 (Continued) 3. Give students the raw materials for a cinquain and ask them to arrange the material into a cinquain. Have students write a cinquain using proper form (i.e., a five-line poem with unrhymed lines of two, four, six, eight, and two syllables. The first line consists of one or more nouns naming the subject. The second line consists of two or more adjectives describing the subject. The third line consists of -ing phrases. The fourth line consists of either clauses or complete sentences. The fifth line consists of nouns either repeating, renaming, or suggesting a metaphor for the original nouns.) 4. DIRECTIONS: Write a cinquain about the fly. You may use such descriptive phrases as lensed eye, rainbow winged. Your attitude should be expressed as one of awe or marvel, but you still wish the fly dead. Use proper form. 5. Give the students an appropriate subject and have them develop the subject in standard limerick form, achieving the appropriate light tone. DIRECTIONS: Choose one of the following subjects and write a limerick about it. Use standard limerick form. 1. A young lady from Niger 2. A man from Peru 3. A young maid who said "why" 6. Have students write an original free verse poem of no fewer than ten lines. DIRECTIONS: Write an original free verse poem of no fewer than ten lines. Be sure to include unifying devices (e.g., repetition, parallel structure, assonance, and alliteration). Your lines should not rhyme, nor should you use a single regular poetic rhythm. 7. Give the students a conflict between two characters, and have them write a short story. DIRECTIONS: A boy has been called into the principal's office and accused of breaking a school rule. The boy feels he is not guilty, but the principal is convinced that he has located the culprit. Write a short story with a beginning, middle, and end. In at least three paragraphs develop one character, show emotion, include dialog, and build to a climax showing how the conflict comes out. 8. Give the students possible topics, and have them write a myth which contains supernatural characters or events and explains a mystery of nature or religions, an event of prehistory, or a custom of obscure origin. DIRECTIONS: Selecting your topic from the following list, write a myth	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Written Communication x-4.091	CREATIVE WRITING Objective No. 8.4.11 (Continued) of at least two 100- to 200-word paragraphs. Why the First Star Became a Shooting Star When the Great Lakes Were Born Why Thunder Roars Why the St. Lawrence Flows North Why the Alligator Has a Checkered Skin Why God Made Crows Why the Sky is Blue How the Turtle Got Its Shell Why Nymphs Inhabit Trees Why Death Valley Is Below Sea Level	
Language x-4.092	SENTENCE TYPES Objective No. 8.5.1 The student recognizes sentences classified according to purpose (declarative, interrogative, imperative, exclamatory). Sample Exercises/Suggested Activities: 1. Have students identify and punctuate the following sentences: A. _____ Shut the door B. _____ Where did he leave the money C. _____ What a smart person he is D. _____ The batter stepped up to the plate 2. Have students draw from a box the name of a type of sentence. Then have them compose, write, and correctly punctuate 3 sample sentences to illustrate the type drawn.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	SENTENCE RECOGNITION Objective No. 8.5.2 The student is able to distinguish among sentences, fragments, and run-ons. Sample Exercises/Suggested Activities: 1. Have students lable the following sentences R, F, or S. A. ___ Dogs make good pets. B. ___ In one corner of the cave. C. ___ Leaped the hurdles easily. D. ___ The largest planet is Jupiter, its diameter is eleven times that of earth. E. ___ As each performer reappeared for the last time.	
x-4.092	PARTS OF SPEECH (FORM CLASSES) Objective No. 8.5.3 The student identifies nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections in sentences. Sample Exercises/Suggested Activities: 1. Ask students to name the part of speech for each underlined word in the following sentences: a. noun The box had a string around it. b. verb The machine boxed the toys. c. pronoun We want you to come with us. d. adjective The first girl to raise her hand was selected. e. adverb Angela answered the question reluctantly. f. preposition Nancy went shopping with her mother. g. conjunction Bill and Cynthia wrote a speech for civics class. h. interjection Man! I'm tired. 2. Ask students to write original sentences using the following words as the part of speech specified: a. down, forever (adverb) b. down, within (preposition) c. my, anyone (pronoun) d. stuff, democracy (noun) e. agreeable, foolish (adjective)	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language K-4.092	PARTS OF SPEECH (FORM CLASSES) Objective No. 8.5.3 (Continued) f. my, help (interjection) g. either, or; and (conjunction) 3. See also Written Communications Objectives, Vol. VI, page 346.	
K-4.092	VERBS Objective No. 8.5.4 The student recognizes function, structure, and properties, and correct usage of verbs. Sample Exercises/Suggested Activities: 1. Ask students to underline the predicate verbs in the following sentences to develop awareness that verbs can consist of more than one word and may appear in various positions in the sentences: a. Yesterday I studied. b. The dinner bell has rung. c. Did John ask your permission? d. Margie is always running away. 2. Give students paragraphs in which sentences have incorrect tenses. Using the six tenses (present, past, future, present perfect, past perfect, future perfect) have students correct the verbs. 3. Ask students to identify the underlined verbs in the following sentences as transitive (TR) or intransitive (INT): a. TR John mailed the letter. b. INT Carla slept restlessly. 4. Ask students to identify the underlined verbs in the following sentences as transitive active (TA) or transitive passive (TP): a. TA Our class started lima bean seeds in jars. b. TP Lima bean seeds were started in jars by our class. 5. Ask students to supply the past tense, past participle, and present participle forms of the following irregular verbs: Present Tense / Past Tense / Present participle / Past participle a. swim / swam / swimming / swum b. drink / drank / drinking / drunk	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	VERBS Objective No. 8.5.4 (Continued) 6. Have students write original sentences in which auxiliary (modal and emphatic) verbs (is, am, was, may, can, do, did, etc.) are used correctly. 7. Ask students to correct the incorrect verb usage in the following sentences: a. I seen Jason do it. b. Mary hadn't oughta go. 8. Have students choose the correct form of troublesome verbs in the following sentences: a. (Sit, Set) the pie carefully on the rack. b. Let's (sit, set) here and wait for Amy. c. Sally (sit, set, sat) on the beach and ate her lunch. d. Please don't (lie, lay) on the ironed clothes. e. Every egg Carolyn found, she (laid, lay) in her basket. f. Susan had (laid, lain) in bed for hours. g. Janet (brung, brought) her lunch to school. h. We (sneaked, snuck) out of the house. i. Sarah has (swam, swum) a mile. 9. Have students write sentences in which BE, HAVE, and DO are used correctly as main verbs. Then have them write sentences using these verbs correctly as auxiliary (helping) verbs. (See SIXTH GRADE, Objective No. 6.5.5 for review material.)	
x-4.092	USAGE OF NOUNS Objective No. 8.5.5 The student recognizes noun-determiners, functions of nouns, positions of nouns in sentence structures, plural and possessive forms of nouns, and classifications of nouns. Sample Exercises/Suggested Activities: 1. Have students circle noun-determiners and underline nouns in the following sentences: A. (The) team was divided into squads. B. Near (the) road was (a) barn. C. (An) ostrich hides his head in (the) sand. 2. Label the following nouns as subject, direct object, object of preposition, indirect object and predicate nominative (noun).	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	USAGE OF NOUNS Objective No. 8.5.5 (Continued)	

Subj. I.O. D.O.
A. Laura gave the girl a book.

Subj. O.P. P.N.
B. The man in the car is my father.

3. Have students make the following words plural:
   A. calf calves
   B. roof roofs
   C. box boxes
   D. church churches
   E. man men
   F. lady ladies
   G. mother-in-law mothers-in-law
   H. sheep sheep
4. Have students make the nouns in the parentheses possessive.
   A. Does this shop sell (women) and child) swimsuits?
      women's children's
   B. The (astronauts) wives had a luncheon.
      atronauts'
   C. (Mr. Harris) hat flew off his head.
      Mr. Harris's
5. Have students label the following nouns common or proper:
   A. Mrs. Maxwell took the girls to Disneyland.
   B. Robert Louis Stevenson wrote Treasure Island and several other novels.
6. Have students label the following nouns concrete or abstract.
   A. Pride in our American heritage builds faith in our national ideals.
   B. Our treasure hunt revealed four bones, several shells, a rusty canteen and a broken shingle.
7. In addition to one or more other classifications, some nouns may also be classified as collective. Have students study the following collective nouns and be prepared to expalin subject-verb agreement when they are used in sentences:

   Collective nouns: herd, flock, committee, team, group, class, faculty, band, ensemble, cast, club, department, party

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language -4.092	USAGE OF PRONOUNS Objective No. 8.5.6 The student identifies standard usage of pronouns in terms of kinds, case, agreement, and clear reference. Sample Exercises/Suggested Activities: 1. Choose the correct pronoun and lable it nominative, objective or possessive: A. You and (I, me) are good friends. B. Is that (he, him) in the car? C. Mr. Jenkins called (us, we) boys to the office. D. (My, mine) grandfather and (I, me) were fishing in (you, your) boat. 2. Label the following pronouns as personal, relative, indefinite: A. He and she sold tickets. B. John is the man who sold me the boat. C. Does everyone have his book. 3. Underline the correct pronoun in parentheses, then underline its antecedent and label the antecedent Singular or Plural. A. Did everyone in the play remember (his, their) lines? B. If you have finished either of those books, will you lend (it, them) to me? C. Dean found two shells and added (it, them) to his collection. 4. Rewrite the following sentences so that the pronoun reference is clear. A. As Clint handed Dave the baton, he stumbled. or (Clint stumbled as he handed Dave the baton). B. Mary's aunt died before she was born. or (Before Mary was born, her aunt died.)	
-4.092	ADJECTIVES Objective No. 8.5.7 The student recognizes adjectives by their function, position, and comparative forms. Sample Exercises/Suggested Activities: 1. In the blanks have students write the position of the underlined adjectives in the following sentences using the following codes: BN (before noun),	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	ADJECTIVES Objective No. 8.5.7 (Continued) AN (after noun), PA (predicate adjective after a linking verb). A. AN The dog, tired and irritable, growled at the child. B. BN Both girls were at home. C. PA The children were jubilant. 2. Have students write original sentences using adjectives before and after nouns and as predicate adjectives after a linking verb. 3. Have students write the comparative and superlative forms for the following adjectives: Positive / Comparative / Superlative a. sunny / sunnier / sunniest b. good / better / best c. strong / stronger / strongest d. grateful / more grateful / most grateful	
x-4.092	ADVERBS Objective No. 8.5.8 The student recognizes adverbs by their function, position, and comparative forms. Sample Exercises/Suggested Activities: 1. The student will underline the adverb and draw lines to the words modified. Tell what part of speech is modified. A. The ship sailed silently northward. (verb) B. The magician's tricks seem absurdly easy. (adj.) C. The boy swam the course quite easily and very soon was declared the champion. (ad./verb/adv./verb) 2. Have students fill in the blanks with appropriate adverbs. Write over each adverb the question it answers. (how) (where) A. We waved wildly and ran to the store nearby . (When) (where) B. When will the doctors get here ? (to what extent) C. Frank's kite flew higher than the others. (how) D. Silently she finished her work.	173

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.092	ADVERBS Objective No. 8.5.8 (Continued) 3. Have students write the comparative and superlative forms for the following adverbs and use all forms correctly in sentences. Positive / Comparative / Superlative A. frequently / more, frequently / most frequently B. slow, slowly / slower, more slowly / slowest, most slowly C. very / *very / *very D. soon / sooner / soonest * Some adverbs cannot be compared. 4. Position: Help students recognize that adverbs may come before or after the words they modify: some adverbs have a tendency to follow words they modify; other adverbs may be used just as easily before or after; a few others usually come before.	
x-4.092	USAGE OF PREPOSITIONS, CONJUNCTIONS, INTERJECTIONS Objective No. 8.5.9 The student identifies functions and structures of prepositions, conjunctions, and interjections in exercises and through correct usage in original oral or written sentences. Sample Exercises/Suggested Activities: 1. Have students underline prepositions and write O.P. over objects of the prepositions. A. The man with (O.P.) the long beard is a hermit. B. Many islands in (O.P.) the Pacific are uninhabited. C. Philip Nolan was man without (O.P.) a Country. 2. Have students undelrine the conjunctions and label them coordinating, subordinating or correlative. A. One queen was very beautiful, and the other was very plain. Coordinating B. Both cats and dogs make good pets. Correlative C. Because the day was hot, the water felt good. Subordinating	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	SUBJECT-VERB AGREEMENT Objective No. 8.5.10 The student corrects errors of agreement in number between the subject and the predicate verb in sentences. Sample Exercises/Suggested Activities: 1. In each group select the words in the first column that can be correctly matched with the verb in the second column. Subjects — verbs A. plane, robins, Bill, men . . . . . fly B. frogs, Timmy, rabbit . . . . . hops C. oranges, bot, cars . . . . . were shipped 2. Underline the subject; choose the correct verb. Label each singular or plural. (singular) (singular) A. Sandy (~~go~~, goes) to some of our football games. (plural) (plural) B. There (are, ~~is~~) two hungry dogs on the porch. (singular) (singular) C. One of the pigs (has, ~~have~~) escaped. (singular) (singular) D. (~~Do~~, Does) everyone have his book? (singular) (singular) E. Each of my students (is, ~~are~~) present today.	
x-4.093	SENTENCE ELEMENTS Objective No. 8.5.11 The student correctly identifies the following sentence elements and their relationships: Subject, Predicate Verb, Direct Object, Indirect Object, Predicate Nominative (or Predicate Noun or Pronoun), Predicate Adjective. Sample Exercises/Suggested Activities: 1. Have students write four column headings: Simple Subject, Verb, Indirect Object, Direct Object. Give students appropriate sentences and have them fill in the parts under the proper headings. A. The team awarded Tony the trophy.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	SENTENCE ELEMENTS Objective No. 8.5.11 (Continued)	

B. Margo wove Mother a set of place mats.
C. Save him some lemonade.

	Simple Sub.	Verb	I.O.	D.O.
A.	Team	awarded	Tony	trophy
B.	Margo	wove	Mother	set
C.	(you)	save	him	lemonade

2. Have students underline the verb and the verb complement. Have them label the complement P.M. (Predicate Nominative) or P.A. (Predicate Adjective).
   A. The orange grove smelled fragrant. P.A.
   B. His speech was short and informative. P.A.
   C. The farmer on the red tractor is he. P.N.
   D. Dr. Walter Reed was an army doctor. P.N.
3. Fill in the blanks with complements. Label them P.A. or P.N. and draw an arrow to the subject.
   A. Tuesday is my birthday. P.N.
   B. The pitcher felt happy. P.A.
   C. The dancers are graceful. P.A.
   D. The contestants are Joan and Sarah. P.N. P.N.

x-4.093	PHRASES Objective No. 8.5.12	

The student classifies prepositional phrases as either adjectival or adverbial, and verbal phrases as participial, gerund, or infinitive.

Sample Exercises/Suggested Activities:

1. Have students underline the prepositional phrases, label them adjective or adverb, and draw an arrow to the word modified.
   A. The boys in the neighborhood adj. formed a baseball team.
   B. The girls were talking about their vacation plans. adv.

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	PHRASES Objective No. 8.5.12 (Continued) C. For many centuries (adv.) men searched (adv.) for a way to make gold. D. Sicily is an island (adj.) off the coast of Italy (adj.). 2. Have students underline the following phrases and label them gerund, infinitive or participial. A. Ducking for apples (gerund) is always fun. B. The chair, dating back to the sixteenth century (participal), was an antique. C. To vote only in presidential elections (infinitive) is to fail in the duties of citizenship (infinitive). D. The toast, burnt to a crisp (participal), was inedible. E. The defendant, escorted by two police officers (participal), was brought into the courtroom. F. His hobby was sailing (gerund).	
x-4.093	CLAUSES Objective No. 8.5.13 The student classifies clauses as independent or dependent and dependent clauses as noun, adjective, or adverb. Sample Exercises/Suggested Activities: 1. Ask students to tell whether the following underlined words are independent or dependent clauses: A. (Independent clause) I washed the dishes. B. (Independent) We ate our lunch. C. (Dependent) We sat while Gail hung the clothes. D. (Dependent) We ate before we went to the zoo. E. (Depnedent) The baby is crying because she lost her doll.	177

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.093	CLAUSES Objective No. 8.5.13 (Continued) 2. Ask students to tell whether the following underlined words are noun, adjective or adverb clauses: A. (Adj.) The look <u>that she gave him</u> was discouraging. B. (Noun) <u>What the announcer said</u> was not clear. C. (Adv.) She is as pretty <u>as a girl can be</u>. D. (Adv.) He ran faster <u>than I did</u>. E. (Adj.) We showed him the house <u>where he was born</u>.	
x-4.093	SENTENCE TYPES Objective No. 8.5.14 The student recognizes sentences classified according to structure (simple, compound, complex, compound-complex). Sample Exercises/Suggested Activities: 1. Have students label the following sentences as to type: <u>S</u>, <u>C</u>, <u>CX</u>, <u>CC</u>. A. <u>S</u> The hair stylist gave Marilyn a new hairdo. B. <u>C</u> The train stopped, but no one got off. C. <u>CX</u> When we stood beside the monument, we felt very small. D. <u>CC</u> Some cabins were in the woods; and, because they were shaded by trees, they were cool inside.	
Language x-4.094	SEMANTICS: DENOTATION AND CONNOTATION Objective No. 8.5.15 Students distinguish between denotative and connotative meanings of words. Sample Exercises/Suggested Activities: 1. Have students tell the meaning of the underlined words as they are used in the following sentences. A. George, to his grandfather: "Gee, Granddad, I can see your're just <u>nuts</u> about television." B. Dick, applying for a job: "I'm already a good <u>grease monkey</u> from helping my brother." C. Sue, to her Aunt: "My boy friend is really just a <u>dream</u>." D. Jane, writing to her grandmother about a church service: "Grandmother, the minister was just a <u>knock-out!</u>"	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	SEMANTICS: DENOTATION AND CONNOTATION Objective No. 8.5.15 (Continued) 2. Have students read each of the following paragraphs and select from the list that follows the best meaning for each italicized word. The students should not look up a word in the dictionary until they have tried to discover the meaning from the context. A. As Meg *cantered* down the road, a *volley* of shots rang out. Terrified by the noise, the animal plunged and reared, but Sam, a *competent* horseman, clung easily to her back. When Meg's *agitation* had *subsided*, Sam slipped to the ground, *tethered* the horse to a near-by tree, and started out to investigate. capable / cowardly / excitement / fastened / galloped slowly and easily / increased / motored / murmur / quieted down / shower B. For two hours the Indians continued their *incessant* attack on the *palisade*, but the settlers *doggedly* refused to surrender. At last a bullet from Captain White's gun seriously wounded the Indian chief, and the *assailants* withdrew. The defenders of the fort, *anticipating* a renewal of the attack, tried to find a way out of their predicament. attackers / castle or river / cautious / colonists / dangerous situation / expecting / unceasing / fence of stakes for defense / hoping for / stubbornly	
x-4.094	SEMANTICS: FALLACIES IN COMMUNICATION Objective No. 8.5.16 The student recognizes specific common fallacies in reasoning according to predefined labels (e.g., false analogy, color words, over-generalization, etc.). Sample Exercises/Suggested Activities: 1. Ask students to read the following selection and list ways in which the analogies could be disproved: Southside, after a losing football season, hired a new coach and won every game the following season. Maskville has had a losing season and has just replaced its coach. It stands to reason that	

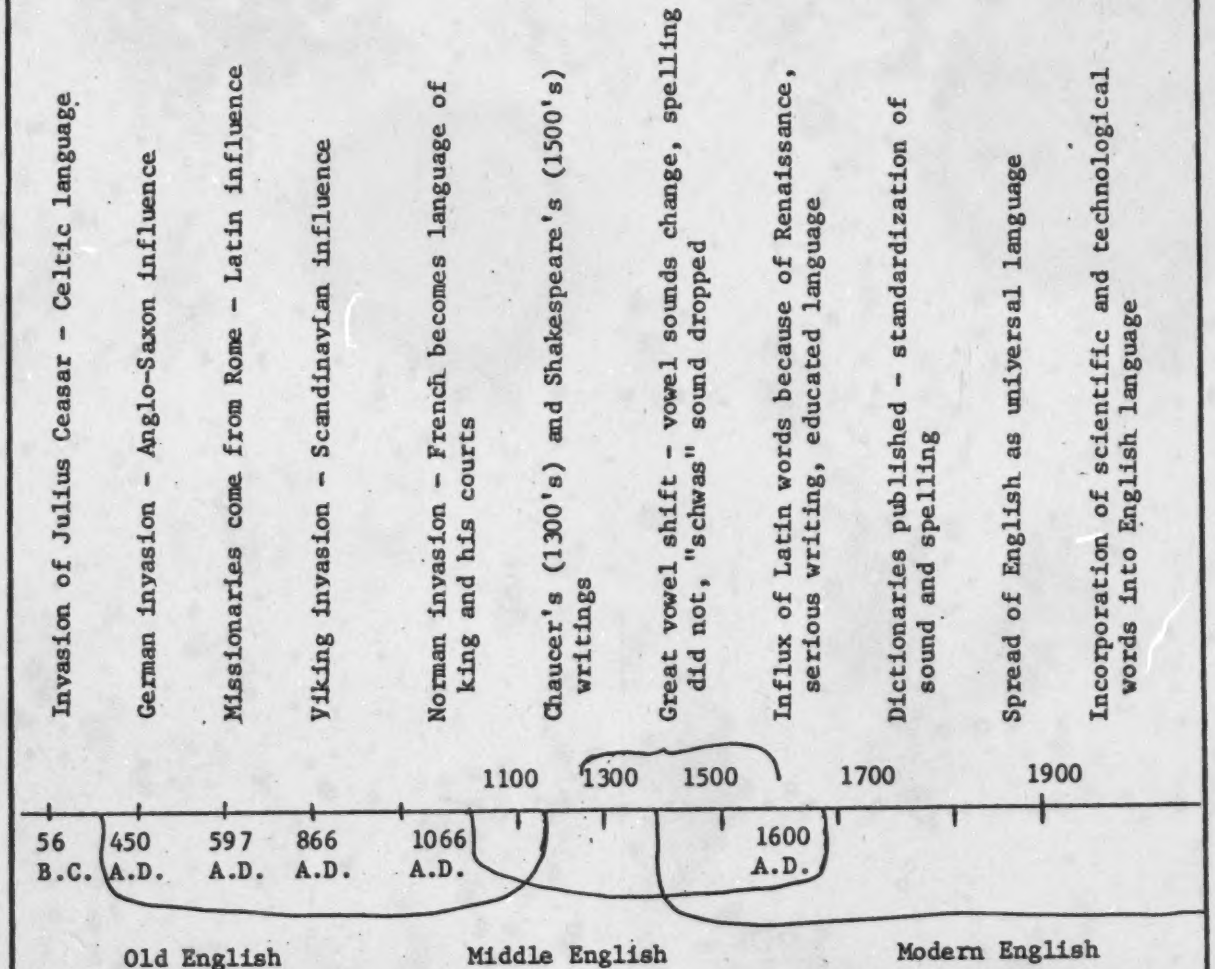
STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	SEMANTICS: FALLACIES IN COMMUNICATION Objective No. 8.5.16 (Continued) Maskville will now have a winning season. A. By showing that the two teams were not identical in factors which caused the loss in games. B. By pointing out that the coach is not the sole cause of losing the games. C. By showing that the two "new" coaches are not equal in ability. D. By showing that one team may be more experienced, have more time to practice, etc. E. By showing that both schools do not play opponents of the same strength. 2. Ask students to prepare an example of given types of reasoning. Read them in class and decide if they can be disproved. 3. Ask students to match definitions to key words: __C__ Hasty generalization __B__ False cause __A__ False analogy A. A student with low grades joins a social club; therefore, social clubs encourage low grades. B. The F-772 has a Delta wing and is a good fighter; therefore, the F-683, which also has a Delta wing, is a good fighter. C. At a banquet it was noticed that the ten most wealthy men were married to blondes; therefore, all wealthy men prefer blondes.	
x-4.094	MASS MEDIA Objective No. 8.5.17 The student identifies purposes, forms, and persuasive techniques of selected mass media. Sample Exercises/Suggested Activities: 1. Organize the students into discussion groups and have the groups discuss the following topics about mass media communications: A. Identify specific television programs and ask the following questions about each: What does this program aim to do--inform, teach, entertain, develop appreciation, convince, or create sympathy? How well	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	MASS MEDIA Objective No. 8.5.17 (Continued) does the program succeed in achieving its main purpose? B. Have students list the T-V programs they watch most frequently. Then have them give each program a percentage value on the following: ____% entertainment; ____% informative or educational; ____% advertisements. C. Have students discuss the following question: With which mass medium are Americans most familiar--radio, T-V, newspaper, magazines, or motion pictures? D. Have students examine the question of how T-V viewing affects them personally. Some of the questions they might consider include: Does it leave you with a feeling of satisfaction, envy, anger, indifference, etc? Does it make you a better person for having seen or heard it? Does it warn you against some dangers? Does it give you ideas and incentives for improving yourself? Does it help you understand other people? 2. Have students study the make-up of a newspaper. Then have them write new stories, editorials, feature articles, and advertisements and produce their own version of a newspaper. 3. Obtain the loan of a Super-8 movie camera (a student may have one) and have several interested students work together to produce a short movie. 4. Have students write reports using one of the following suggestions: A. Tell about a motion picture that helped you to feel more sympathetic toward people of another country, culture, or race. B. Tell about your favorite radio or television program. C. Make a notebook on at least 12 different magazines. Cut front covers from each magazine, paste covers in the notebook, and write short paragraphs describing each magazine and the kind of audience for which it is designed. (Set criteria for selection of magazines prior to the assignment.) D. Write down one of the common labels used to identify several persuasive techniques (bandwagon, plain folks, famous name, etc.). Search magazines and newspapers for ads employing these techniques and under each technique paste at least one ad representative of the technique. Beneath the pasted-in ad, write a brief statement explaining how the ad is representative of the particular technique. E. Find some ads which make statements you do not believe or ads that fail to convince you. Copy these ads and explain after each what it	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.094	MASS MEDIA Objective No. 8.5.17 (Continued) is about them that you either do not believe or which fails to convince you.	
Language x-4.095	HISTORY AND ORIGINS Objective No. 8.5.18 The student recalls information about the history of the English language, regional dialects, and other linguistic data studied. Sample Exercises/Suggested Activities: 1. Have student prepare an English language time-line to show major influences. See the illustration that follows.* The time-line could be a class or individualized project. 2. Ask students to fill in the blanks in the following sentences using their time-line. A. The three major phases of English are OE , ME , and MOD.E. B. The Norman Invasion brought the French influence to English. C. After 450 A.D. English was referred to as Anglo-Saxon. 3. Prepare a map of the United States and color code the approximate areas of regional dialects. 4. For each regional word give at least one other word that means the same thing. Use a dictionary if needed. A. bucket C. comforter B. denims D. kinfolks 5. Rewrite the following examples of regional dialect in standard dialect. A. That ain't but just down the road yonder. B. It's nigh onta morning and still middlin' chilly. *The time line appears on the next page.	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.095	HISTORY AND ORIGINS Objective No. 8.5.18 (Continued)	

History of the English Language



STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.096	DIALECTS AND LEVELS OF LANGUAGE Objective No. 8.5.19 The student recognizes social dialects and functional levels of language. Sample Exercises/Suggested Activities: 1. Give students hypothetical situations in which to choose the appropriate response. Example: You are being ushered into the principal's office. In which manner would you greet the principal? A. "Hi, ya, Mr. Wilson!" B. "Good morning, sir!" C. "Whatcha know, man?" D. "How goes it?" After the choice has been made, allow students to vocalize why they chose the particular item. Make sure each student can see the differences in each choice. 2. Give students a list of situations in which introductions are to be made. Have students make introductions using appropriate language. Examples: A. parent to principal, B. friend to parent, C. older person to younger person, D. peers. 3. Have students read the following passage from The Grapes of Wrath, and rewrite it using standard English. "I knowed you wasn't Oklahomy folks. You talk queer kind - That ain't no blame, ycu understan'." Possible answer: I knew you weren't an Oklahoman; your speech is different. That isn't your fault, you understand. 4. Identify the slang expression in each sentence. Then indicate (a) a situation in which the expression would be appropriate and (b) a situation in which the expression would be inappropriate. 1. It's time for chow. 2. The artist drawed several sketches. 3. Someone finally gave him a good bust in the mouth. 4. My uncle lives in (Cuba or Cuber). 5. Number from 1-10 on your paper. Write the word you use for each phrase. 1. paper container for groceries (bag, sack) 2. large metal container for water (bucket, pail) 3. device for water found on the outside of house or in the yard (spicket, hydrant, faucet)	

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.096	DIALECTS AND LEVELS OF LANGUAGE Objective No. 8.5.19 (Continued) 4. same device but inside the house (faucet, spigot, spicket) 5. center of a cherry (stone, pit, seed) 6. white lumpy cheese (pot cheese, cottage cheese, curds, etc.) 7. time of day (quarter - [t]en of, till, to) 8. become ill (catch or take a cold) 9. sick --- my stomach (at, to, on) 10. another name for a stream (crick, creek)	
Language x-4.097	LEXICOGRAPHY Objective No. 8.5.20 The student identifies features and usage of dictionaries and other reference materials. Sample Exercises/Suggested Activities: 1. The dictionary. Below is the word journey as it appears in a dictionary. journey (jûr' nĭ), n.; pl. journeys (-nĭz). [OF. journee, a day, a day's work or travel, fr. L. diurnum, day.] Travel or passage from one place to another. Syn. tour, trip. Match the information about the word each of the following items gives. 1. (jûr' nĭ) — a. origin 2. n. — b. part of speech 3. OF, journee, a day, ...fr. L. diurnum, day — c. pronunciation 4. Travel or passage from one place to another. — d. words with similar meaning 5. Syn. tour, trip. — e. definition 2. Read carefully the following entry taken from a dictionary. Then answer the questions below, using only the information given in the entry. Beau'ti ful (bū' tĭ fo͝ol; -f'l), adj. Full of beauty; having the qualities that constitute beauty. ___Syn. lovely, fair, handsome, pretty. ___Ant. ugly, plain, homely. ___beau'ti ful ly, adv. 1. How many syllables are there in the word beautiful? a. one b. two c. three d. four 2. Which syllable of the word beautiful is accented?	185

STRAND/STD.	COURSE OBJECTIVES	RESOURCES
Language x-4.097	LEXICOGRAPHY Objective No. 8.5.20 (Continued)	

a. first b. second c. third d. fourth

3. Which part of speech is the word beautiful?
   a. noun b. pronoun c. verb d. adjective e. adverb
4. What is the word that means the same or nearly the same as beautiful?
   a. ugly b. fair c. gorgeous d. attractive e. sweet
5. What is a word that means the opposite of beautiful?
   a. pretty b. nice c. ugly d. mean e. honest

3. Matching. The word rostrum appears below as it is in a dictionary.

ros trum (rŏs' trŭm), n.; pl. -TRA (-tra) or -TRUMS (-trŭmz). [L., ship's beak] 1. In ancient Rome, the beak of a war galley. 2. a stage or platform for public speaking; as, a church rostrum. 3. Anatomy. A part suggesting a bird's beack. -ros' tral (-trăl), adj.

Match the information about the word each of the following items gives.

1. pl. -TRA	a. illustrative example
2. 3. Anatomy	b. usage label
3. -ros'tral (-trăl), adj.	c. run-on entry
4. or -TRUMS	d. unusual plural
5. as, a church rostrum.	e. alternate choice

4. Look up these in the dictionary. Write the answer.
   1. Which word is illustrated? shiftless, screen, scale?
   2. How many definitions are given for step?
   3. What parts of speech are given for straight?
   4. What is a synonym for conversation?
   5. What is an antonym for counterfeit?
   6. What run-on entry is given for nutty?
   7. From what languages does the word offend come?
   8. What is another spelling for palanquin?
   9. What is the plural of brachium?
   10. What are the comparative and superlative forms of brawny?
   11. What is the past tense and past participle of bread?
5. Write the answers to these questions.
   1. What is bruin?
   2. What is the symbol for dysprosium?
   3. What is the approximate date of the vernal equinox?
   4. What is the new name for Stalingrad?
   5. What is the population of South Bend?
   6. When was John Philip Sousa born?

APPENDICES

9.848 *English language arts—junior high or middle school*

(1) **Goals**—The goals of the English language arts program shall be to provide experiences which will enable each student to:

(a) Develop his ability to communicate effectively his ideas, attitudes, and emotions by whatever appropriate means.

(b) Understand himself both as an individual and as a member of the communication group.

(c) Develop his ability to employ non-verbal and verbal (viewing, listening, speaking, reading and writing) communication in the solution of problems.

(d) Develop his power of language so that he may derive emotional, social, and intellectual satisfaction from communication and from life.

(e) Interpret and appreciate all of the outstanding language, literary, and media forms.

(2) **Instruction**

(a) **Basic skills.** (P-4.037-level 1-c)—The program has provided each student opportunities for experiences with actual language use in meaningful communication situations.

(b) Readiness experiences for the English language arts

1. **Developmental experiences.** (P-4.038-level 1-a)—Teachers evaluate individual student achievement and provide necessary experiences to assure continuity of experience for growth in the language arts.

2. **Evaluation.** (X-4.069-level 2-c)—Each student reveals progress in language growth each year in proportion to his maturity.

(c) **Non-verbal communication**

1. **Response.** (X-4.070-level 1-c)—Students respond to non-verbal stimuli.

2. **Application.** (X-4.071-level 2-c)—Students consciously use non-verbal communication.

3. **Comprehension.** (X-4.072-level 3-c)—Students comprehend the techniques of non-verbal communication.

(d) **Verbal communication—Listening**

1. **Discrimination.** (X-4.073-level 1-c)—Students listen for specific purposes.

2. **Comprehension.** (X-4.074-level 2-c)—Students comprehend the techniques of listening.

3. **Analysis.** (X-4.075-level 3-c)—Students analyze the techniques of listening.

(e) **Verbal communication—Speaking**

1. **Discrimination.** (X-4.076-level 1-c)—Students use oral language for specific purposes.

2. **Comprehension.** (X-4.077-level 2-c)—Students comprehend the techniques used in oral language.

3. **Analysis.** (X-4.078-level 3-c)—Students analyze the techniques of oral language.

(f) Verbal communication—Reading

1. Reading skills in content areas. (X-4.079-level 1-c)—Students make progress in the use of reading skills in each content area.
2. Corrective reading. (X-4.080-level 2-c)—Students in a corrective reading program make progress commensurate with their ability.
3. Clinical and special services. (X-4.081-level 2-c)—Students with special needs have made progress commensurate with their abilities.
4. Developmental program. (P-4.039-level 1-c)—An individualized, developmental reading program based upon diagnostic testing is provided.
5. Corrective reading program. (P-4.040-level 2-c)—A corrective reading program is provided.
6. Clinical and special services program. (P-4.041-level 3-c)—A clinical and special services program is provided.

(g) Verbal communication—Literature

1. Reading of literature. (X-4.082-level 1-c,e)—Students exhibit skills in reading the short story and the novel.
2. Reading of literature. (X-4.083-level 1-c,e)—Students exhibit skills in reading drama and poetry.
3. Interpretation of literature. (X-4.084-level 2-c,e)—Students interpret examples of general types of literature.
4. Evaluation of literature. (X-4.085-level 3-c,e)—Students evaluate examples of the general types of literature.
5. Participation in dramatic arts. (X-4.086-level 3-d,e)—Students participate in impromptu and/or planned dramatic interpretations of literature.
6. Appreciation of literature. (P-4.042-level 3-e)—Students are provided opportunities to study literature which emphasizes ideas and humanistic values.

(h) Verbal communication—Writing

1. Composition skills. (X-4.087-level 1-a,c)—Students consistently use legible handwriting.
2. Composition skills. (X-4.088-level 2-c)—Students consistently use appropriate usage and conventional mechanics in planned writing assignments.
3. Paragraph development. (X-4.089-level 2-a)—Students produce paragraphs developed by some specified method.
4. Theme development. (X-4.090-level 2-a)—Students produce a composition of more than one paragraph using transitional devices effectively.
5. Creative writing. (X-4.091-level 3-a)—Students produce imaginative writing which follows the conventions of simple literary form.

(i) Verbal communication—Language

1. Usage. (X-4.092-level 1-a,d)—Students use appropriate language in a given situation.

2. Structure. (X-4.093-level 2-a,d)—Students exhibit knowledge of the elements of the English sentence and their relationship.

3. Semantics. (X-4.094-level 2-a)—Students exhibit knowledge of how words communicate meaning in a variety of ways.

4. Varieties. (X-4.095-level 3-d)—Students comprehend historical and geographic varieties of language.

5. Varieties. (X-4.096-level 3-d)—Students comprehend social and functional varieties of language.

6. Lexicography. (X-4.097-level 3-e)—Students demonstrate knowledge of the kinds, parts and formation of dictionaries.

(j) Evaluation. (P-4.043-level 1-a)—The area is evaluated annually to ascertain the fulfillment of the stated goals as measured by specific criteria or objectives established and utilized by the school. (Also see 9.844 and 9.621 (2)(d)).

APPENDIX B

District Language Arts Goals/Middle School Language Arts Skills Objectives Tabular Alignment

Grade 6

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
6.1.1	6.1.1	6.2.1	6.4.1	6.2.7	6.3.1	6.5.1
6.1.2	6.1.2	6.2.5	6.4.2	6.2.8	6.3.2	6.5.2
6.1.3	6.1.4	6.2.7	6.4.3	6.2.9	6.3.4	6.5.3
6.1.4	6.2.1	6.2.8	6.4.4	6.2.10	6.3.5	6.5.4
	6.2.2	6.2.9	6.4.5	6.2.11	6.3.6	6.5.5
	6.2.3	6.2.10	6.4.6	6.3.10	6.3.7	6.5.6
	6.2.4	6.2.11	6.4.7	6.3.12	6.3.8	6.5.7
	6.2.5	6.3.10	6.4.8	6.4.1	6.3.9	6.5.8
	6.2.6	6.3.12	6.4.9	6.4.2	6.3.10	6.5.9
	6.2.7		6.4.10	6.4.3	6.3.11	6.5.10
				6.4.5	6.3.12	6.5.11
				6.4.6		6.5.12
				6.4.7		6.5.13
				6.4.8		6.5.14
				6.4.9		6.5.15
				6.4.10		6.5.16
						6.5.17
						6.5.18
						6.5.19
						6.5.20
						6.5.21

Goal 1
7.1.1
7.1.2
7.1.3
7.1.4
7.1.5

Goal 2
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Goal 3
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Goal 4
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Goal 6
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Goal 7
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Goal 1
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Goal 2
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Goal 3
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Goal 4
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Goal 5
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Goal 6
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Goal 7
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APPENDIX C

A Lesson Plan Making Use of Grade 7 Skills Objectives

Lesson Objectives:

1. Students will define the word challenge as it applies to human experience.
2. Students will identify the leader's technique of challenge in "The Great Answer" by Fulton Oursler from Readings To Enjoy, Literary Heritage Series (MacMillan Company: New York, 1967), pp. 82-85.
3. Students will describe characteristics in people which help challenge students to try to reach diffcult goals.

Skills Objectives:

1. (7.3.2) Students will recognize this selection as non-fiction.
2. (7.3.2) Students will recognize the real-life circumstances which make this selection a story of "challenge."
3. (7.3.2) Students will recognize the final sentence of the selection as an editorial comment by the author and will explain what the author meant by this comment.
4. (7.5.21) Students will use their dictionaries to help them define the following words: singular, rendezvous, apprehensive, frailest.
5. (7.2.5) Students will be arranged in small groups and each group will discuss a particular topic related to the concept of "challenge" as it applies to human experience.
6. (7.4.11) Students will expand a topic sentence on "challenge" into a 100-word paragraph.

Lesson Activities:

1. Readiness
   a. Ask students if they have ever been in a group where everyone seemed "down in the dumps" and someone came along and said something that made everyone "perk up"? After two or three examples have been cited, point out to students that this kind of experience illustrates something of how a challenge works. (A working definition for challenge might be: renewed will and courage to do something that is difficult.)
   b. Ask students how a coach might "challenge" his

team to play better. (Possible answers: scolding to make the players ashamed for not doing their best; cheerful "pats on the back" for each players combined with new directions for better playing.)

c. Ask students to describe the kinds of actions a leader might take that would inspire and challenge his followers. (Possible answers: going first, carrying more than his "load," seeing that everyone is treated fairly.)

2. Read aloud or have students read silently "The Great Answer" by Fulton Oursler.
3. Have students comment freely on the story. Provide additional background information about World War II, including terms such as Gestapo, Nazis, and underground and geographical information pertinent to this tale, in order to help students better understand the selection.
4. Ask students to describe the technique the leader used to challenge those who were about to give up. (He made the safety of the child to depend entirely on their efforts to continue up the mountain.) When this answer has been given, ask students what they think of this technique. Was it fair? Did it work? What made it work?
5. Explain that this selection is non-fiction. Help students discover some identifying characteristics of non-fiction in the selection (the incident is true, the characters were real people, etc.).
6. The last sentence of the selection is an editorial comment. Why? What does it mean? Guide students to state reasonable answers for both questions.
7. Place these words on the chalkboard and have students look up their meanings in their dictionaries: singular, rendezvous, apprehensive, frailest. After students have reviewed the definitions of these words, ask them to reread the sentences in the selection in which they are used and state what the author meant by his use of the words.
8. Divide the class into groups. Give one of the following topics to each group. Have each group select a spokesman. Then have the group discuss the topic given for 5

minutes. Have the spokesman for each group report to the class later what were the main thoughts of the group about the topic.

Topics:

a. Sports challenge students to keep physically fit and follow rules.
b. Good examples set by adults challenge young people to right actions.
c. A good speaker can challenge people to give money to help someone.
d. A big reward for doing something challenges many people to work hard.
e. Seeing a handicapped person always smiling and never complaining is a challenge to other people who are not handicapped.
f. Everybody needs to be challenged sometime.

9. Assign students to write a 100-word paragraph about a person whose actions or example has served to challenge the student in some way. Students should begin the paragraph with a topic sentence. Have students exchange their writings and give each other advice about improving their paragraphs before turning them in.

Evaluation:

1. Teacher judgment of oral responses and participatory activities.
2. Student performance of writing a paragraph in which the assigned topic was treated appropriately, which began with a topic sentence, and which developed the topic sentence appropriately.